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ABSTRACT

Five workshop presentations on career development--trends and implications are "Work and Society: Implications for Counselor Education" (Herr); "Major Trends in Career Development Theory and Practice: Implications for Counselor Education" (Gysbers); "Career Development: The Home and Family" (Otto); "Career Development in Business and Industry" (Knowdell); and "Support for Counselor Training and Retraining through the Carl D. Perkins Vocational Education Act of 1984" (Bottoms). Five papers on career choice--the individual and society include "Undecided Students: A Population with Special Career Decision-Making Needs" (Gordon); "Career Time Perspective in Special Populations" (Savickas); "Comprehensive Career Counseling" (DiRusso, Gill-Wigal); "Motivational Disability Problems in Rehabilitation" (Silverman); and "Resolving Work/Sex Role Conflicts: A Model for Conceptualization and Intervention" (Cook). Six presentations on enhancing career choice--programs, methods, and materials are "Using Labor Market Information in Career Exploration and Decision Making" (Bhaerman); "Taxonomy of Career Counseling Situations" (Cochran, Reuschman); "How To Improve a School Guidance Program" (Gysbers); "Determining Career Positions and Career Readiness: A Counseling/ Curriculum Strategy" (Santoro); "Vocational Assessment for Special Needs Students" (Shepard); and "Placement and Recruitment" (Hauck, Myers). Five papers on career development--legislative and funding perspectives are "Implications of Counselors/S.W. Licensure Law for Counselor Education" (Nemec); "Helping Counselors Access the Legislative Process" (Hickey); "Getting Involved in the Legislative Process" (Bottoms); "In Search of External Resources: Toward Guidance Program Improvement" (Drier); and "Political Actions for Counselor Educators" (Miller). The final 11 papers are on career development--state and community agency roles and perspectives: "Career Development Service within Rehabilitation" (Richardson); "Adult Services for the Mentally

Retarded and Developmentally Disabled" (Tisdale); "OBES/JTPA Division" (Clayborn); "Ohio's Career Development Program" (Shylo); "Counseling Programs within the Ohio Bureau of Employment Services" (Gehl); "Guidance and Testing: Ohio Department of Education" (Whitfield); "Counseling for Alcohol and Drug Addiction" (Brown); "Vocational Rehabilitation Counseling" (Havranek); "Counseling within Youth Services Schools" (Whitt); "The Employment and Education Commission of Franklin County: Goals and Objectives" (Dawson); and "Comments to the Workshop Participants" (Seifert). (YLB)

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IMPROVING CAREER DEVELOPMENT THROUGH COUNSELOR EDUCATION PROGRAMS

Proceedings of the 1985 Counselor Education Career Development Workshop Series

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IMPROVING CAREER DEVELOPMENT

THROUGH

COUNSELOR EDUCATION PROGRAMS

Proceeding of the 1985 Counselor Education
Career Development Workshop Series

Editors:

Edwin A. Whitfield
Harry N. Drier
Delina Hickey

Ohio Department of Education
Columbus, Ohio

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FOREWORD

Ohio's commitment to excellence in education has as its ultimate goal, life-long learning. The skills needed by our students to adapt to the changes and the challenges that they encounter and will continue to encounter must be addressed in a comprehensive career planning program.

Counselors, at all educational levels and in a variety of settings, are the primary catalyst to implement and coordinate such programs. To counselor educators falls the responsibility to assure that counselors in training have the knowledge and skills to fulfill their responsibilities in this area.

We applaud the commitment and dedication of the counselor educators who gave their time and talent to renew their own knowledge and competencies in career development and who shared their own experiences, programs, and expertise with workshop participants.

The participants in this Counselor Education Renewal Workshop Series reflect their own commitment to life-long learning and their dedication to assisting Ohio students to have rewarding and productive careers.

Franklin B. Walter
Superintendent of Public Instruction

PREFACE

Recent national attention and an intense spotlight on excellence in education has been very helpful to vocational education in Ohio. Vocational education had become comfortable and secure with its existence. Suddenly, this atmosphere has changed. Vocational education is now being ignored or challenged at every turn. In recent national reports, if comments were made about vocational education, they were not very complimentary. Such factors as educational reform, declining enrollments, increased competition for available resources, and the shifting of federal priorities have been working against vocational education. For the first time in over a decade, vocational education must reexamine its legitimacy and its basis for even a presence in secondary education. For those in vocational education, this process of examination has been difficult but worthwhile.

Ohio's approach to the task of self-examination has been to ask itself some vital questions. What is the present condition of vocational education? What's being said about the future of education? Where and how does vocational education fit into the future picture? The answers to these questions have resulted in some interesting ideas, notions, and assumptions that have been converted into the following goals for the year 1990:

1. To enroll 50 percent of the high school population in job training programs;

2. To prepare students to secure gainful employment or pursue postsecondary education in the field of training at a rate which will exceed the general youth employment rate by at least 10 percent;

3. To prepare students in mathematics, science, and communication skills appropriate for entry-level positions and provide them with a foundation for postsecondary education;

4. To enable vocational students to demonstrate occupational competencies at a level of proficiency acceptable to the employment market and to demonstrate their ability to adapt and advance in an ever-changing work environment;

5. To demonstrate employability skills including positive work ethics, attitudes, self-concept, and managing work and family responsibilities.

To strive for achieving the above stated goals, the immediate implications for vocational education include curricular adjustments to broaden the scope and mission of the various vocational education programs, structural changes to cope with increasing graduation requirements and competition for students, funding modifications, and changes in teacher qualifications.

Vocational education in Ohio is well on its way to addressing these issues. A new program options feature allows for an increased emphasis on mathematics, science, and communication skills in existing vocational programs. Revising dollar levels and eligibility criteria will provide the opportunity for funding academic programming and partial units, and will allow for allocations for the disadvantaged and handicapped. The revision of teacher certification standards will improve the quality of teachers in the classroom.

Just as vocational education has examined itself, the evidence suggests that a close scrutiny of guidance and counseling as it relates to vocational education is also in order. Counselors must improve their image. Although considered essential by many educators, counselors are not given very high regard. There is a lack of direction and clarity in their mission. The counselor's role needs to be defined through adjustments in performance and accountability criteria. Presently, there is confusion and difficulty over the counselor's function in relationship to career education and placement personnel. There must be an increased familiarity by counselors and counselor educators with the changes and issues in vocational education resulting in more directive guidance, such as helping students and parents make informed career choices. A recent study by the National Commission on Vocational Education addressed vocational counseling in Ohio schools and identified funding as the major concern. As important as funding is, however, guidance and counseling cannot move forward without consideration of the issues mentioned.

Counselor educators must address these challenges through involvement in the vocational and job training programs available to our youth and adults. This involvement must become and remain a part of the training of all counselors in Ohio.

Darrell L. Parks, Director
Division of Vocational and
Career Education
Ohio Department of Education

Excerpted from a presentation by Darrell L. Parks at the Counselor Education Renewal Workshop Series. Summer, 1985.

INTRODUCTION

The provision of effective career guidance programs in Ohio schools is a responsibility shared by the Ohio Department of Education and the higher education institutions in Ohio. These proceedings are a result of a shared effort to enhance and expand the skills of counselors to provide programs that meet the career planning needs of Ohio youth and adults.

The Ohio Department of Education, Division of Educational Services, with support from the Division of Vocational and Career Education, initiated this collaborative effort with the National Center for Research in Vocational Education and the counselor education departments in Ohio universities and colleges to provide a comprehensive review and renewal of counselor training in career and vocational guidance competencies.

The contents of these proceedings attest to the national scope of the workshop series. The concentration upon state and local programs that serve the career needs of Ohio youth and adults emphasized the local needs for career skills.

Graduates of Ohio's counselor training programs work in a variety of settings, in all areas of the state, and serve diverse populations. The need for career guidance and vocational training is vital regardless of setting, geography, or age. The importance of providing counselors-in-training the skills and knowledge to deliver such services was evident from the panel presentations by representatives of schools and agencies from throughout Ohio.

The workshops provided an opportunity for counselor educators, Ohio Department of Education staff, national leaders, and practitioners to interact personally and express their views and needs. The value of such interaction cannot be conveyed through printed proceedings. We have, however, captured the essence of the formal presentations during the three workshops and present them here in an effort to share them with those who share our commitment to providing comprehensive career development programs for youth and adults.

Edwin A. Whitfield
Associate Director
Division of Educational Services
Guidance and Testing Section

Chapter 1

Career Development: Trends and Implications

WORK AND SOCIETY: IMPLICATIONS FOR COUNSELOR EDUCATION

Edwin L. Herr
The Pennsylvania State University

In considering the topic, "work and society" as it relates to counselor education and for career guidance and counseling, I believe there are four themes worth exploring.

1. The characteristics of the economic climate of the nation, particularly the pervasive adoption of advanced technology in our industrial base, and the persistence of unemployment as a national issue;

2. The implications that the trends in the first item hold for the kinds of theoretical lenses that need to be present in counselor education and in career guidance;

3. The importance of current research about the school-to-work transition and work adjustment and their meaning for counselor education and career guidance;

4. Current and future characteristics and content of counselor education itself.

Let me suggest some highlights in each of these four areas.

The External Economic Climate

In 1981, the United States entered its eighth economic recession since World War II. Although we are now in a recovery, the set of conditions associated with such a recessionary cycle have persisted during the ensuing 4 years. In part because the world's economic mechanisms are now so interdependent, the economic recession experienced by the United States is not an isolated phenomenon confined to this nation alone. Rather, the range of circumstances experienced in the United States have been paralleled in form, if not always in degree, in most of the industrialized nations of the world.

The recession of the 1980s and its more recent recovery have been characterized by unemployment rates among adults and teenagers as high as those experienced in the Great Depression of the 1930s. In some communities with only 1 major industry, the unemployment rate has exceeded 25 percent. Work weeks have been reduced. The utilization of industrial capacity in steel making and other heavy manufacturing areas has been at historic lows. Personal and corporate bankruptcies have significantly increased in number. Demands upon unemployment compensation and other financial systems designed to support jobless persons have virtually exhausted such resources in many communities. Rises in the incidences of mental illness, child abuse, suicide, and substance abuse have occurred in many communities in tandem with rises in the unemployment rate and in the termination of income supports to the jobless.

The economic context in which we are now engaged has been present for a long time. For 20 years or more, various observers have characterized the United States as a postindustrial society.

They have argued that massive joblessness was about to occur as a result of automation and mechanization of the workplace. For most of these 20 years, however, massive, and particularly prolonged, unemployment did not occur. Therefore, the periodic recessions and temporary rises in unemployment were attributed to economic factors rather than playing out the deep structural changes in the manufacturing processes and occupational characteristics of the United States as it settled into its postindustrial status.

Whether one uses terms like *postindustrial* or *Third Wave*, the effects are the same. The United States has been and is undergoing a major change from reliance on heavy industrial manufacturing of durable goods—for example, steel, automobiles, and so forth—to an industrial base that rests upon advanced technological innovation applied to the production of goods and a labor force engaged primarily in service occupations concerned with information generation and processing relevant to goods production, transportation, communications, and retailing. We are moving from a reliance on high-volume, standardized industries to industries producing smaller batches of more specialized, higher-valued products—goods that are precision engineered, custom tailored to serve individual markets, or embody rapidly evolving technologies. Examples are specialty steel and chemicals, computer-controlled machine tools, advanced automobile components, semiconductors, fiber optics, lasers, biotechnology, and robotics. The characteristics of these industries are basic to the future shape and support of the occupational structure of the United States. At the heart of such transitions is computer technology (Ginzberg 1982), in addition to microprocessors and microcomputers, industrial robots, telecommunications, and electronic data handling (Riche 1982).

As a result of such mechanization and technological applications, only 3 percent of the current labor force is engaged in agriculture, 32 percent in the production of goods (mostly manufacturing), and 65 percent and increasing engaged in service occupations (defined in the broadest sense to include all enterprises not engaged in the production of goods—mining, manufacturing and construction, or agriculture)—(Ginzberg 1982). In comparison, in 1940 approximately 54 percent of the population was engaged in goods production, and at the height of World War II, 70 percent. Perhaps even more dramatic is that of all new jobs added to the economy from 1969 to 1976, 90 percent were in services (Ginzberg 1982). In a sense, these changes have blurred the traditional meaning of goods production and services jobs. In doing so, they have confused the choice sets about which people are concerned.

The current transformations in the economy, the work environment, and the occupational structure of the nation are of vital importance to career counseling, education and training, planning for the maximum use of human capital, and counselor education.

Let me try to be more precise about the implications technological change has for those of us in the helping professions, particularly counselor education. First, it seems clear that the major problems associated with "high" or "advanced" technology are not scientific or technical problems; they are human problems. There can be no doubt that the scientific and technological creativity is clearly available to build newer and more complex machine-machine systems, to miniaturize computer technology, to wed microelectronics and information processing, to alter the way work is done, to mechanize or robotize work, and to amend the interactions between people and machines. We see similar changes in the Biosciences, where we are rapidly achieving the ability to initiate and maintain biological processes in a controlled manner, to build biological organisms to accomplish specific industrial tasks, and to modify plants and animals through genetic engineering and significantly increase our understanding of human biological and biochemical processes. As a function of the latter, the whole concept of the working life span of the future may be different. As viewed by some, people will retain their full physical and mental capacities well beyond their 60s into their 70s, 80s, and 90s, making the likelihood of multiple careers—not simply job or

occupational changes as we have traditionally known them—the rule rather than the exception. At each of the transition points relating to multiple careers or the significant life events shaping such possibilities, the needs for values clarification, training and retraining, exploration, decision-making, information, planning, support and encouragement are likely to intensify.

Obviously, in its various applications, the process of technological change throws a long shadow. Whether veiwed through biological or scientific lenses, the effects of technological changes upon each individual in the society will be dramatic and according to what youth or adult subgroup of the population they occupy. For some people, the major concern will be how to acquire the exploratory opportunities and information they need to access a rapidly changing occupational structure; for others the main issue will be obtaining appropriate retraining; for others, whether they can cope at all—or whether they will be permanently unemployed in the wake of skills and work habits they cannot acquire. For these groups and others, the effects of advanced technology will influence the security or the insecurity that they feel about themselves and their society, the achievement motives that they are likely to pursue, and their knowledge about and feelings of their ability to master the opportunities available. In any transactional view of individual-environment interaction, it must be concluded that the characteristics of the society and the particular historical moment in which career guidance and counseling or career development are implemented have a great deal to do with the types of problems or growth possibilities counselors and other guidance specialists must deal with.

Neither guidance and counseling, nor vocational or career guidance, or counselor education operates in a political, social, or economic vacuum. The questions about which people seek help are really functions of how they view the current occupational or social expectations and opportunities for personal growth, achievement, social interaction, self-initiative, prestige, occupational or educational alternatives, role differentiation, and other career-related matters. The resulting anxieties, information deficits, or indecisiveness that these people experience is the content with which educational and career guidance specialists, counselors, and related professionals are concerned.

Such content is not static; it is constantly being affected by changes in the occupational structure and in other aspects of the society, both in psychological and in literal terms. In this sense, an "Age of Technology" is only the most recent euphemism used to describe the particular confluence of social, political, and economic forces that are combining to create the work, choice, and psychological environments now characterizing our societies.

Again, the technological contexts cited, the roles of counselors and career guidance specialists in business and industry are likely to expand as workers are nurtured and helped to grow toward productivity, mobility, and effectiveness within a specific corporation rather than leaping from one job to another among many corporations. More emphasis will be upon personnel *development*, not just personnel *management*. As these perspectives ensue, counselors and career guidance specialists in business and industry are likely to engage more frequently in—

- educating first-line supervisors and managers to current perspectives on job satisfaction, work motivation, and work performance;
- providing information to workers about career paths, career ladders, and the avenues and requirement for mobility within the organization;
- classifying workers with respect to their technical skills and their psychological needs in the attempt to maximize person-job fit with regard to content supervisory style and related factors;

- conducting workshops and seminars for workers designed to increase their understanding of their educational opportunities, their employability skills, and their understanding of the organizational characteristics with which they interact;

- consulting with managers about job redesign and work enrichment schemes;

- providing support groups for workers in various types of transitions (for example, new jobs, geographical relocations, overseas transfers, shifting family structures); and

- providing individual counseling about work behavior and career development.

As a function of the periodic problems of unemployment that are likely to accompany the major occupational shifts in an Age of Technology, counselors and career guidance specialists in a variety of settings will need to be prepared to work with youth and adults who are experiencing or anticipating unemployment. Among other concerns, counselors will need to understand and help these people with the psychological aspects of unemployment (for example, the relationship between jobs, joblessness, and mental health). Second, counselors will need to assess those vulnerable to unemployment to examine the range of community resources available to them in the event of unemployment. Persons at risk will need help in seeing themselves as part of a system, not as social isolates. Third, counselors will need to recognize that those who experience unemployment are likely to need more than support. They are likely to be people who have multiple problems, for example, transportation to work; racial, ethnic or gender discrimination; lack of basic skills; poor industrial discipline; family discord; drug or alcohol problems; and inability to manage resources. Counselors and guidance mechanisms can provide or broker skill training in many of these areas (Herr and Watts 1981).

In summary, the structural transitions that comprise the current interaction of work and society bring with them a host of conditions that accentuate rather than diminish the need for guidance and counseling. More important, the range of groups needing information, decision-making help, and support, which guidance processes can offer, will become more, not less, comprehensive. Included will be schoolchildren, midcareer dislocated adults, persons seeking a second or third career, persons seeking to be more productive or to be retrained, women and minorities entering the labor force for the first time, the handicapped, the preretirees, and the unemployed. These notions about the environment in which choices are made by students and adults must be reflected in counselor education.

Changing Theoretical Models

Changes in our understanding of the broad range of economic effects that the nation's occupational transitions are causing, the characteristics of the choice environment, and the "ripple effects" on the mental health of different populations all carry implications for changing the theoretical lenses through which we view counselor education. I believe the interaction and complexity of such concerns will stimulate increased counselor's attention to developmental psychology as well as to economics, anthropology, sociology, and organizational behavior as the conceptual frames of reference on which their practice is based. To the degree that psychology is the only discipline claimed by the counselor, it is likely that assumptions will be made that client problems are due to personal deficits, ineffective personal action, or defective ego structures. When the other behavioral sciences are addressed, individual transactions with the environment come more readily into view. As such, the effects of the belief systems, the types of information, and the characteristics of the social or work environments individuals have been exposed to become equally likely and important subjects for the counselor's attention.

In particular, the career guidance practitioner must assimilate a thorough grounding in career development theory. Broadly conceived and multidisciplinary in orientation, most of these perspectives indicate that the way we view ourselves and our choice possibilities is through learned characteristics, either negative or positive, that begin in early childhood and continue to change throughout our lives. Such views see decision making as the pivotal mechanism by which the person translates personal views of self and orientations to the past, present, and future into what one believes one can do, what one chooses to do, and what one does. Career development behavior is, in large measure, the prime conceptual set for career guidance practice.

In addition to serving as a conceptual foundation for career guidance, career development theory also serves as the source for concepts that can be used to plan group developmental experiences for students or adults and for modifying curriculum. This body of theory and research provides answers, even if incomplete, to the counselor's quest for information about what behaviors are necessary to develop an information-processing strategy, what knowledge, attitudes, values, or skills comprise effective decision making, or what developmental tasks persons in different age ranges ought to be able to master. It is this set of understandings that permits the counselor to serve intelligently as a resource person or a collaborator in creating experiences to facilitate career development in student or in different adult groups.

Beyond the conventional views or career behavior that have been so important in influencing contemporary career guidance practice (for example, Super 1957; Holland 1973; Ginzberg 1972; Tiedeman 1961) in the future, other perspectives will be required to comprehend career development fully. For example, the study of economics has much more to contribute to effective career guidance practice than is usually reflected in counselor education. Both econometric and psychometric models need to be included in the foundational study of individual behavior and counseling. There are in addition to economics a number of behavior, motivation, or decision-making models useful to career guidance that rest on concepts in organizational and industrial psychology. Among them is the work on expectancy/valence theory (Vroom 1964; Lawler 1973). Such models talk about what Bandura (1977) has termed self-efficacy theory. They suggest that decisions are comprised of at least two elements: (1) the individual's perceptions that performance in a particular option will lead to attractive outcomes and (2) that he or she is able to perform the behavior required to get to the desired outcomes.

Other concepts that must be incorporated more fully into future of counselor education and career guidance are those related to employment and unemployment. Such terms are frequently treated as though they were unidimensional or monolithic rather than being composed of various types of conditions affecting certain groups of people more than others, and therefore, different types of unemployment: for example, structural, frictional, cyclical, and seasonal. A simplistic view of the factors causing unemployment tend to cause career guidance specialists to contend that their profession will reduce unemployment. Although career guidance is likely to facilitate employability in persons, it cannot create jobs or employment for them. The latter have to do with fiscal and monetary policy, changing product demands, international tensions, energy resources, shifting population demographics, and other factors influencing types of jobs, how many, and where. Thus, naive overpromise about what career guidance can do must be restrained through increased recognition of economic realities if career guidance is to be viewed as a credible and mature intervention system. In addition, uninformed understandings of the factors causing and maintaining unemployment lead some counselors, like some lay people, to assume that after receiving career guidance or training if one is still unemployed, one must want to be. One might legitimately make that assumption if this nation were providing full employment. It is not. Therefore, we sometimes inadvertently blame the victims of unemployment for being victims (Herr and Watts 1981).

Another area of conceptual concern has to do with the characteristics of labor markets. (Doeringer and Piore 1971) have described a dual labor market in the United States with different ports of entry for workers depending upon the industry involved, different levels of security, benefits, training, and possibilities for internal mobility. Obviously, the primary and the secondary labor markets require different job search strategies, skills, and personal characteristics. Without being aware of such distinctions, both the consumers and the career guidance practitioner are likely to waste energies in efforts that are insufficiently targeted or responsive to the actual hiring dynamics which occur in the various components of the structure. It is also useful to recognize that there are federally funded programs (for example, the Job Training and Partnership Act) that also represent a labor market beyond the dual labor market presented by Doeringer and Piore. And, there are informal labor markets that tend to be outside the corporate or organizational structures and represent different forms of self-employment, entrepreneurship, or the underground economy (Gershuny and Pahl 1979-1980).

In the future, conceptual models dealing with both career behavior and career intervention will demand more attention (for example, role integration, sex-role shifts, and dual career couples). Super (1981) has portrayed nine major life-career roles—child, student, leisurite, citizen, worker, spouse, homemaker, parent—that persons play for different amounts of time with different stability and intensity. More needs to be known about these roles and their effects upon the conception and delivery of comprehensive career guidance programs.

Beyond these areas is the area of special populations. Future trends in career guidance theory and practice should include more refined attention to such populations. Among those that will undoubtedly receive increased effort are undecided or indecisive individuals, emotionally disabled or mentally retarded youth and adults (Karayani 1981), and the physically handicapped.

In addition, as programs of career guidance or career development become more sophisticated and mature, increased attention must be given to the comparative effects of career guidance interventions. The journals' pages are now filled with advertisements and exhortations about the value of different types of approaches or resources. On balance, however, these approaches and resources are not being examined with regard to their advantages and disadvantages vis-a-vis different presenting problems, population types, or settings. It seems critical to the future effectiveness and to the credibility of career guidance programs that systematic attention be given to such intervention effects. Certainly, counselor education is the prime place to do so.

Future career guidance programs will need to concern themselves with the range of roles affected by whether or not work is seen as a central commitment. Depending upon the type of work in which one is engaged, it may not be possible to find personal fulfillment, or satisfying human relationships, or a sense of achievement in it. In such instances, persons will need to look elsewhere for outlets for such needs. The leisure world of volunteer activity, hobbies, and non-technical learning may serve such needs for self-fulfillment. Some persons may be forced into extended periods of leisure because of work dislocation, reduced work time, or early retirement. Some persons may seek leisure opportunities because they are not committed to work as a central concept in their lives. Regardless of which of these reasons persons are motivated to engage in leisure activity, how one chooses and conceptualizes the use of leisure in their lives will be a legitimate and growing emphasis in career guidance. Counselor education must incorporate responses to these emerging trends.

Current Research

In addition to shifts in theoretical models that must be included in counselor education, there are also a series of other types of content needs flowing from what I have called the demystification of work selection and adjustment.

In my judgment, theoretical emphases giving shape and substance to guidance are moving in several directions simultaneously. One direction has to do with understanding more fully the normal person and his or her developmental problems rather than extrapolating from the abnormal person to the normal person as was frequently true in the past. We are seeing less discussion of normal and abnormal or incapacitating behavior being on a continuum that differs only in the matter of degree. Increasingly, normal and abnormal behavior are seen as different in kind, requiring different approaches and different conceptualizations. A powerful influence in such trends is the growing understanding of brain chemistry and its role in mental processes, including those associated with various types of mental illness. When chemical imbalance is implicated in such mental illnesses, medication, "not the talking cure," is the treatment of preference although patients and their families can gain support through counseling.

For these reasons and others, major thrusts in mental health theory are moving away from reliance on "disease entities" as an explanation of behavioral problems and moving toward greater attention to the behavioral or skill components of what many observers describe as problems in living. The substance of such approaches has been skill training as a major intervention modality for primary prevention. The assumption that skills can be taught as a means of eliminating interpersonal deficits or teaching new behaviors is consistent with a behavioral rather than a disease orientation toward guidance service delivery. From a behavioral orientation, *personal competence* is seen as a series of skills that an individual either possesses or can learn through training. The acquisition of certain skills may generalize to facilitate the development of competence in other aspects of one's life (Danish, Galambos, and Laquatra 1983). Termed by some observers as "life development skills," these objects of intervention include *cognitive* and *physical* skills; *interpersonal* skills such as initiating, developing, and maintaining relationships (for example, self-disclosing, communicating feeling accurately and unambiguously, being supportive, and being able to resolve conflicts and relationship problems constructively); and *intrapersonal* skills such as developing self-control, tension management and relaxation, setting goals, and taking risks (Danish, Galambos, and Laquatra 1983).

Undoubtedly, these conceptions of "life coping skills" are gaining in credibility as research is unfolding about the importance of specific types of skills or the access barriers to particular kinds of environments that can be overcome by particular skills. Examples of these are the extensive research of Haccoun and Campbell (1972) in identifying the job-entry problems of youth, the outcomes of which were subsequently described by Crites (1976) as "thwarting conditions" that new workers may experience as they become established in a job. These thwarting conditions were found to be of two classes: (1) those dealing with job performance (for example, responsibility, maturity, attitudes and values, work habits, adjustment to peers and supervisors, communication, taking on new roles, self-image, coping with automation, and new technology) and (2) those dealing with job-entry, career-planning, and management problems (for example, job seeking, interview and test taking, geographic mobility, family and personal situational adjustment, job layoffs and rejection, prejudice and discrimination, occupational aspirations and job expectations, career planning, and management).

Another example is the extensive research on job search assistance from which Wegmann (1979) concluded that "job-finding is a learnable skill." To be more precise, the ability to find a suitable job in a reasonable period of time demands a series of learnable skills. A final example of

pertinent research is that of Campbell and Cellini (1981) on adult employability. They contend that across the stages of adult career behavior, four common tasks tend to recur. They are (1) decision making, (2) implementing plans, (3) achieving organizational/institutional performance at an acceptable level, and (4) accomplishing organizational/institutional adaptation so that the individual can effectively take part in the work environment. Each of these four tasks also has a series of subtasks or behaviors that comprise the major task.

The basic point is that the types of research identified here demystifies the problem issues (for example, employability, functional illiteracy, work adjustment). In doing so, it provides the content for training modules and other specific learning activities built around individual or assessment group needs for attitudes, information, or skills. They therefore lend themselves to major emphasis in counselor education.

There are a number of perspectives from Herr and Cramer (1984) that address major elements of work and society and career interventions in those relationships. They represent themes that I believe need to be considered fully in many components of counselor education. Here are a few of them.

- The language we use to talk about work and its various manifestations—for example, job, position, occupation, industry—is extremely important as a frame of reference for providing a rationale for career guidance and for considering what goals and strategies are appropriate for it to embrace.

- Work has different purposes for different people; the same work can be interpreted differently by different people at the same time and by the same person across time.

- There are strong links between work and mental health.

- Unemployment is not just a loss of economic livelihood but a major factor in stress-related diseases, hypochondriasis, suicide, rises in mental illness, chemical dependency, and child and spousal abuse.

- A significant portion of college students are experiencing difficulties in relating their educational pursuits or the choice of majors to careers or the world of work.

- The goals for career guidance in higher education must be seen as comprehensive if student diversity is going to be effectively acknowledged. They include assistance in selection of a major field of study, self-assessment and self-analysis, understanding the world of work, decision making, access to the world of work, and in meeting the unique needs of various subpopulations.

- One of the fastest growing opportunities for the provision of career guidance and counseling services is in business and industry. Even so, such services are not yet common to these workplaces.

- There are developmental career patterns in organizations that can be identified and that have implications for the provision of career services.

- Although relatively recent, there are emerging role and function definitions of career counselors or counseling psychologists in industry.

- The provision of career services tailored to the middle-aged and older worker is a recent trend.

- The adult population is extremely heterogeneous and not contained in any single institution. Therefore, the population seeking career services is large, diffuse, and characterized by many different types of career concerns.

- Career counseling techniques for adults with career problems frequently need to embody dissemination of information, crisis intervention, attention to readiness and motivation for work or their lack, attention to reality concerns, and the need for specificity in planning.

- Many women interested in returning to the work force translate their lack of salable skills into feelings of little self-worth. The latter frequently becomes a major counseling issue.

- Reentry women typically need counseling and information about job opportunities, career decision making, personal assets and skills, full-time versus part-time work, hiring, and promotion and retention practices, possible jobs with current education versus the implications of additional information.

- Successful programs of career guidance for the long-term unemployed tend to focus on the individual's work attitudes as well as developing job skills. Frequently, unemployed persons need an assessment of work assets and training in job-seeking skills.

- The majority of women will experience some interrole conflict. As a result, career counseling may be useful to assist these women to redefine the expectations of others and to modify their own expectations of behavior. Career counseling may also be useful in assisting couples to examine expectations of each other, role definitions, alternatives to maternal care-giving, and the delegation of career-home responsibilities.

- Career counseling should bring about self-understanding and action. However, career counseling should not be viewed in a narrowly defined way. "Pure" career counseling or a single model, thereof, is illusory.

- Decision making is a learned process, crucial to career choice and behavior. The elements of decision making can be identified in various programs effectively used to teach them.

- The use of groups for purposes of career counseling or guidance is a major strategy. They can be used for information dissemination, motivation, teaching, practice, attitude development, exploration, and counseling.

Finally, as insights are developed about the dramatic changes in the social, occupational, and economic environments that are occurring and the impact these have on individual behavior, as shifts occur in the types of theoretical models important as the bases of career guidance and counseling, as research demystifies the components of the school to work transition and work adjustment, we come to the question of how some of these perspectives might be accommodated in counselor education.

Counselor Education

I strongly believe that counselor education programs should reflect conceptual and skill-building emphases tied to current conceptions of competencies necessary to do career guidance and counseling. There are several excellent models of such competencies around. For example, the 1973 joint position statement of the NVGA-AVA Commission on Career Guidance and Vocational Education identifies 10 responsibilities of counselors and related specialists in facilitating

the career development and career guidance of students; the 1974 APGA position statement describes the role and functions of counseling and personnel practitioners in career education and delineates 6 leadership and 7 participant roles for counselors in career education; the 1976 ACES statement on counselor preparation for career development/career education lists knowledge and competencies important to career guidance practitioners in some 15 areas; the 1980 APGA Statement identifies career guidance program components and counselor competencies in planning/design, implementation, and evaluation; and finally, the recent 1982 statement of vocational/career counseling competencies promulgated by the National Vocational Guidance Association includes a comprehensive description of knowledge and skills in six major areas of competency:

- General counseling skills
- Information
- Individual and group assessment
- Management/administration
- Implementation
- Consultation

Counselor education students should be familiar with the content of these competency statements, be assisted to assess the degree to which they personally possess such competencies, and, where deficits are identified, be helped to obtain systematically the knowledge and skills they do not possess.

Further, using techniques derived from behavioral approaches to conseling, systematic counseling, microtraining and similar processes, counselor education needs to provide training in skills associated with specific elements of the career counseling and guidance process. Of particular importance is the identification of the elements that comprise different aspects of counseling or guidance process. The competency statements cited will help to build counselor skills in small increments in each of these elements through the process of microtraining. The underlying assumption is that the analysis of counselor behavior, modes of interaction, and types of information that counselors use with different students or clients represents a large repertoire of specific behaviors a counselor needs and that can be learned in separate packages or modules.

Although I believe this whole process of demystification of career counseling and guidance is important in identification of detailed, teachable skills and in the application of new instructional methods (for example, modularization), we have to be careful not to stop there. As I suggested earlier, although there are some clearcut additions of content and process in counselor education that emanate from the emerging social and economic contextual demands upon career guidance and counseling, the latter cannot be compartmentalized and separated from all other aspects of counselor education. If we really believe that career guidance and counseling are important, we must be sure that the knowledge and skills comprising them take cognizance of the fact that a counselor education program can be conceived "as a system embracing a number of subsystems" (Shertzer and Stone 1981, p. 142). Such subsystems have been classified and ranked by Hollis and Wantz (1977) and are illustrated in table 1.

TABLE 1

Rank	Area	Definition
1	Cognitive Experiences	Readings, discussions, idea exchange, and presentations
2	Student Counselor	Serving as a group member, interviewee, or counselee
3	Participative	Serving as a group member, interviewee, or counselee
4	Vicarious	Audio and video recordings, films, and other canned experiences
5	Perceptual	Observations, closed circuit, live audiotapes, and field trips
6	Situational Simulation	Role-playing, sociodrama, psychodrama, and decision-making games
7	Sole Professional	Internship, school or agency setting, research, or consulting supervising
8	Conjoint Experience	Working with a professional person and sharing such duties and responsibilities as teaching or cocounseling

The point is that each of these subsystems of counselor education needs to reflect the kinds of conceptual or theoretical perspectives, knowledge, attitudes, and skills important to career development, career guidance, and counseling. To pour such information into only one of these subsystems is to perpetuate the myth that career guidance and counseling is only a matter of testing and telling 'em, atheoretical, and much less complex than or independent from other areas of counseling.

I also believe that the images, knowledge, and skills of career guidance and counseling in counselor education need to attend conceptually, and in terms of skills to be acquired, to the importance of systematic electism, differential treatment, or multimodal approaches as most career problems are multidimensional and need several different types of resolution; to the use of technology—and range of audiovideo materials, decision-making games, values clarification, simulations, behavior rehearsals, directories, self-help resources, and computer-based systems; to both developmental and treatment approaches to counseling; and to program planning and collaborative behavior.

In addition, let me say a word about career guidance and counseling for exceptional, disabled, or handicapped persons. Neither models nor materials are now available to deal as effectively as is desired for training counselors to facilitate the career development of exceptional people. Much of the relevant material for children and adults is widely dispersed through the rehabilitation, veterans administration, employment service , and CETA/JTPA literature. With relatively few exceptions, it has not been assembled in a coherent manner to focus upon specific types of exceptionality at different developmental ages. Such perspectives need to be incorporated more fully into all types of counselor education, not just that for rehabilitation counselors.

A further perspective concerning "special needs populations" that needs to be embodied in counselor education has to do with the shifting nature of what we mean by special needs. Historically, we have defined such populations in terms of physical, mental, emotional, or economic disadvantagement. These are people who have been denied access to the work force because their handicaps have been the sources of prejudice bias, and other obstacles. Now we are adding another definition of special needs to this mix: those who are "at risk" because of transitions or crises in their lives for which career guidance can be a treatment of choice. These are persons who might be experiencing preretirement anxiety, occupational dislocation, the loss of a loved one, less than satisfactory early labor market experiences, or the transition from being an offender to being an ex-offender. These, too, are special needs populations whose problems and characteristics must be acknowledged in counselor education and in the differential treatments student counselors are taught.

Finally, I believe that counselor education must increasingly provide internship opportunities that encourage students to participate in actual work sites and with populations who are experiencing school-to-work transitions, work adjustment problems, or other transitions (for example, displaced homemakers) in which students can see different parts of the labor force acting interdependently and at risk. Such internships are not substitutes for supervised counseling practica. Rather efforts designed to have them be participant observers, consultants, and, as possible, counselors in the midst of where the action is rather than only in our own fairly sterile practicum facilities.

Obviously, there is much more to say about the growing importance of the linkages between work and society and the need for modifications in counselor education to reflect this importance.

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MAJOR TRENDS IN CAREER DEVELOPMENT THEORY AND PRACTICE: IMPLICATIONS FOR COUNSELOR EDUCATION

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As we approach the close of the 20th century, the world in which we live and work continues to change and become more complex. Vast and far-reaching changes are occurring in the nature and structure of the social and economic systems in which people live and the industrial and occupational structures where they work. Individuals' values and beliefs about themselves and their society are changing as are the ways they look at and understand their own growth and development. This includes their career development as well. More people are looking for meaning in their lives, particularly as they think about the work they do, their situation as a family member and as an individual, their involvement in their community, their role in education and training, and their involvement in leisure activities.

These changes and others are causing career development specialists to rethink and reformulate the relationships between work and career. In turn, this rethinking and reformulating process is changing our understanding of career development theory, research, and practice. And, since these changes are taking place at an accelerated pace, there is need to examine the impact they may have on counselor education programs and practices now and in the future. Thus, the first part of this paper presents some major trends in career development theory and practice as identified in the National Vocational Guidance Association's Third Decennial Volume *Designing Careers: Counseling to Enhance Education, Work, and Leisure*. (Gysbers and Associates 1984). The second part presents some implications of these trends for counselor education programs and practices.

Major Trends

From among the many trends identified in *Designing Careers*, four predominant ones stand out:

- The meanings given to career and development continue to evolve from simply new words for vocation (occupation) and vocational development (occupation development) to words that describe the human career in terms of life roles, life settings, and life events that develop over the life span.

- Substantial changes have taken place and will continue to occur in the economic, occupational, industrial, and social environments and structures in which the human career develops and interacts, and in which career guidance and counseling takes place.

- The number, diversity, and quality of career developmental programs, tools, and techniques continue to increase almost in geometric progression.

Parts of this paper were adpated from a chapter titled "Major Trends in Career Development Theory and Practice" by Norman C. Gysbers in the National Vocational Guidance Association's Third Decennial Volume, *Designing Careers: Counseling to Enhance Education, Work, and Leisure*, Norman C. Gysbers and Associates, Jossey-Bass, 1984.

- The populations served by career development programming and the settings in which career development programs and services take place have increased greatly and will continue to do so.

Evolving Meanings of Career and Career Development

Modern theories of career development began appearing in literature during the 1950s. At that time, the occupational choice focus of the first 40 years of career development began to give way to a broader, more comprehensive view of individuals and their occupational development over the life span. Occupational choice was beginning to be seen as a developmental process. It was during this time that the term *vocational development* became popular as a way of describing the broadening view of occupational choice.

By the 1960s, knowledge about occupational choice as a developmental process had increased dramatically. At the same time, the terms *career* and *career development* became popular. Today, many people prefer them to the terms vocation and vocational development. This expanded view of career and career development was more useful than the earlier view of career development as occupational choice because it broke the time barrier that previously restricted the vision of career development to only a cross-sectional view of an individual's life. As Super and Bohn (1970) pointed out, "It is well . . . to keep clear the distinction between occupation (what one does) and career (the course pursued over a period of time)" (p. 15). It was also more useful because it made it possible for career development to become the basis for organizing and interpreting the impact that the role of work has on individuals over their lifetimes.

In the 1970s, the definitions of career and career development used by some writers became broader and more encompassing. Jones, Hamilton, Ganschow, Helliwell, and Wolff (1972) defined career as encompassing a variety of possible patterns of personal choice related to an individual's total life-style, including occupation, education, personal and social behaviors, learning how to learn, social responsibility, and leisure time activities.

Gysbers and Moore (1975; 1981) proposed the concept of life career development in an effort to expand and extend career development from an occupational perspective to a life perspective in which occupation (and work) has place and meaning. They defined life career development as self-development over the life span through the integration of the roles, settings, and events of a person's life. The word *life* in the definition means that the focus is on the total person—the human career. The word *career* identifies and relates the roles in which individuals are involved (worker, learner, family, citizen); the settings where individuals find themselves (home, school, community, workplace); and the events that occur over their lifetimes (entry job, marriage, divorce, retirement). Finally, the word *development* is used to indicate that individuals are always in the process of becoming. When used in sequence, the words *life career development* bring these separate meanings together, but at the same time a greater meaning emerges. Life career development describes unique people with their own life-styles.

Similarly, Super (1975; 1981) proposed a definition of career that involved the interaction of various life roles over the life span. He called it the life career rainbow. "Super emphasizes that people, as they mature, normally play a variety of roles in many different theatres. . . . For Super, the term *career* refers to the combination and sequence of all the roles you may play during your lifetime and the pattern in which they fit together at any point in time" (Harris-Bowlsbey, Spivack, and Lisansky, 1982, p. 17-18).

Recently, the National Vocational Guidance Association (NVGA) updated its definition of career development to reflect these changes. Although the concept of life roles is not explicit, it is implicit in the new definition. The 1982 NVGA definition is as follows: Career development is "the total constellation of psychological, sociological, educational, physical, economic, and chance factors that combine to shape the career of any given individual over the life span" (Sears 1982, p. 139).

Wolfe and Kolb (1980 p. 1-2) summed up the life view of career development when they defined career development as involving one's whole life. As such, it concerns the whole person, needs and wants, capacities and potentials, excitements and anxieties, insights and blindspots, warts and all. More than that, it concerns him or her in the everchanging contexts of his or her life. The environmental pressures and constraints, the bonds that tie him or her to significant others, responsibilities to children and aging parents, the total structure of one's circumstances are also factors that must be understood and reckoned with. In these terms, career development and personal development converge. Self and circumstances—evolving, changing, unfolding in mutual interaction—constitute the focus and the drama of career development.

Changing Environments and Structures

The nature, shape, and substance of career development and the practices of career guidance and counseling are not separate and independent from the economic, occupational, industrial, and social environments and structures in which they take place. Our understanding of career development and how we practice is closely related to what happens in these environments and the changes that have occurred and will occur in the future. Not only are the changes within environments important, but so are the interactive effects that occur across environments as a result of change.

What are some of these changes? Since 1900, our country has undergone substantial changes in its economic, occupational, industrial, and social environments and structures. Occupational and industrial specialization have increased dramatically and apparently will continue to do so in the future. Social structures and social values have changed and will continue to change, by becoming more complex and diverse. New and emerging social and political groups are challenging established groups by demanding equality. People are on the move from rural to urban areas and back again, and from one region of the country to another, in search of psychological, social, and economic security.

Today, changes such as these and others that have been well documented by other authors, continue at a rapid pace. Here are just a few specifics to sum up what has been stated previously:

- We have moved from a goods-producing economic base to a service-information economy. This does not mean that goods-producing industries are unimportant and that people will no longer find employment in them. What is does mean, however, is that more and more workers will be employed in service-information industries. Two years ago the number one occupation in the United States, which had long been laborer, became clerk. The number of workers in agriculture fell to a low of 3.5 percent. Information or knowledge occupations, including all persons who process and disseminate information, increased from 17 percent in 1950 to 60 percent today. (Gysbers 1982)

- We are continuing to experience rapid acceleration in the use of high technology and automation in the work place due to the continued introduction of new and more highly sophisticated automated techniques, machinery, and computers of all types and sizes.

- We live in a world economy closely linked by fiscal policies, energy resources, multinational corporations, competition for raw materials, and the sales of goods and services.

- We continue to experience population shifts that find people moving from the north and northeast to the south and southeast.

- We continue to see changing demographic patterns in our labor force. "After more than two decades of growth, the United States population in the 16-24 age range peaked at 36 million in 1980. The Department of Labor predicts a 10 percent decrease in this age group by 1985 and another 7 percent drop, to 30 million, by 1990. As the number of younger workers declines, there will be a demographic 'bulge' in the prime-age (24-44) work force from 39 million in 1975 to an estimated 60.5 million in 1990. Many experts also believe there will be a shift away from early retirement" (Gysbers 1982 p. 2).

What about tomorrow? What will likely happen in the future? Experts who study change tell us that the pace of change in the future will be even more rapid. Governor Pierre S. du Pont IV, who chaired a recent ad hoc National Committee on Displaced Workers, concluded that "it is entirely possible that the changes recorded in the past 80 years will be matched and surpassed by the changes in the final 20 years of this century" (Ehrbar 1983, p. 107).

One note of caution is needed, however, as projections are made about what the future will look like. In the same issue of *Fortune* magazine in which the article by Ehrbar appeared, the following statement also appeared. "The far-off will not be that far-out." Although changes will occur, and with increasing rapidity, the familiar lines of our economic, occupational, industrial, and social environments and structures, as we know them today, in all probability will still be visible.

Increasing Numbers, Diversity, and Quality of Programs, Tools, and Techniques

A number of decennial volume chapter authors documented the rapid expansion in and the almost bewildering diversity of career development programs, tools, and techniques available today to help individuals with their career development. These same authors project that this expansion will continue into the foreseeable future. Also, as previous chapters make clear, these programs, tools, and techniques are better organized, are more frequently theory based, and are used more systematically than ever before. It also projected that these emphases will continue into the future.

Let us look more specifically at what is involved in this major trend. The theory and research base of counseling psychology has been expanded and extended substantially during the past 20 years but particularly during the past 10 years. The growth in the theory and research base for career psychology has been equally dramatic during this same time period. One result has been an interesting convergence of ideas in counseling and career psychology concerning human growth and development, and the interventions to facilitate it. This convergence of ideas has stimulated a new array of career guidance and counseling programs, tools, and techniques. These new programs, tools, and techniques are emerging from this convergence through the application of marriage and family counseling concepts to career counseling (Zingaro 1983) and cognitive-behavioral psychology (Keller, Biggs, and Gysbers 1982). We also are seeing it in the application of contemporary thinking about personal styles (Pinkney 1983), learning styles (Wolfe and Kolb 1980) and hemispheric functioning to career guidance and counseling.

A recent publication by the National Vocational Guidance Association also documents this trend from another perspective. The publication is titled "A Counselor's Guide to Vocational Guidance Instruments," edited by Kapes and Mastie (1982). In it are reviews of career guidance and counseling instruments. A number of them have been around for a long time. Some have been developed more recently, and they represent new directions for the field. There are new instruments in the traditional category of interest inventories but the new directions for the field are in the category of work values, career development and maturity, and card sorts.

There are also encouraging signs that career and labor market information, important tools in career guidance and counseling, are continuing to improve. Not only have the nature and content of career and labor markets been improving, but so have the relationships between the producers and users of career and labor market information (Drier and Pfister 1980). A major step was taken in 1976 to faciitate this trend through the establishment of the National Occupational Information Coordinating Committee (NOICC) and the corresponding State Occupational Information Coordinating Commttees (SOICCs) by the Vocational Education Amendments of 1976. Their charge was to improve communication and coordination between federal and state agencies that produce career and labor market information and those agencies and individuals that use it. NOICC and the SOICCs also are charged to develop and implement an occupational information system to meet the common occupational information needs of vocational education and employment and training programs at the national, state, and local levels. Finally, NOICC and SOICCs are mandated to give special attention to the labor market information needs of youth, including such activities as encouraging and assisting in the development of local job outlook data and counseling programs for youth who are in correctional institutions and those who are out of high school.

Recently, NOICC joined forces with other government agencies, including the Department of Labor and the Department of Defense, to upgrade the career and labor market information knowledge of counselors. The effort is called the Improve Career Decision Making project. It is designed to assist counselors in training as well as those on-the-job to become knowledgeable about career and labor market information concepts and sources and become skillful in their use.

In addition, there are encouraging signs that delivery systems for career and labor market information using state-of-the-art technology are being put into place with increasing frequency across the country. In 1979, NOICC assumed responsibility for assisting states to develop and implement career information delivery systems. Commercial vendors, publishers, and others also have become very active in making such systems available for use in a wide array of settings with an equally wide array of people.

Finally, it is clear that career guidance and counseling programs, tools, and techniques are more frequently theory based. Matthews (1975) pointed out several years ago that there were some missing links between materials and people; and one of the missing links was the lack of an organizing philosophy. "In essence," she stated, "we are now confronted with random materials in search of a philosophy" (Matthews 1975, p. 652). According to a number of authors of decennial volume chapters, this point has been recognized; now, theorists, researchers, and practitioners are devoting more time and energy organizing and using career guidance and counseling programs, tools, and techniques in comprehensive, systematic ways that are theory based.

Expanding Populations and Settings

At the turn of the century, career guidance and counseling (then called vocational guidance) was designed to help young people in the transition from school to work; to make occupational choices in line with their understandings about themselves and the work world through a process

called true reasoning (Parsons 1909). Today, young people are still the recipients of career guidance and counseling and will be in the future. Additional populations to be served by career guidance and counseling have been added over the years and have included such groups as individuals with handicapping conditions, college students, the disadvantaged, and unemployed individuals. As the world in which we live and work continues to become more complex, the needs of people in these populations for career guidance and counseling will increase, not decrease.

As new concepts about career and development began to appear and evolve, it became obvious that people of all ages and circumstances had career development needs and concerns and that they and society could and would benefit from comprehensive career development programs and services. Two such concepts, in particular, had an impact. First was the shift from a point-in-time focus to a life span focus for career development. And second, was the personalization of the concept of career (the human career) relating it to life roles, settings, and events. By introducing these two concepts, the door opened for career guidance and counseling personnel to provide programs to a wide range of people of all ages in many different kinds of settings.

These newer concepts of career and career development emerged as a result of and in response to the continuing changes that are taking place in our social, industrial, economic, and occupational environments and structures. Because of these changes, adults and adult career development became a focal point for an increasing number of career development theorists and practitioners in the 1970s (Campbell and Cellini 1980). This focus continued into the 1980s and, in all probability, will continue into the future. As a result, institutions and agencies who serve adults traditionally have added career development components. And, new agencies and organizations were established to provide adults with career development programs and services where none had existed.

Career development programs and services in business and industry also became a focal point in the 1970s and 1980s. This trend, too, will continue and probably be intensified in the foreseeable future. More businesses and industries as well as many other organizations are realizing the benefits of career development programs and services for their employees. And, if employees benefit, then the organizations benefit also.

Implications for Counselor Education

The four trends discussed in this paper are not separate and discrete. They are closely linked and related. The discussion that follows identifies and briefly describes some of the possible implications they may have for counselor education programs and practices.

Implication One: The Broader Concept of Career

The behavior of individuals is, in part, determined by their thought processes. The language people use represents their underlying conceptual schemes, and, in turn, their conceptual schemata determines their behavior (Gerber 1983). As definitions of career and career development have evolved, and become broader and more encompassing, particularly during the past 10 years, there has been a corresponding broadening and expansion of programs and services to people of all ages and circumstances. What was once thought of as mainly for young people, is now for everybody. What was once thought of as a program in schools, is now taking place in a whole new array of settings including public and private agencies, institutions, and business and industry.

Because of these changes, it is recommended that the broader and more encompassing definition of career and career development be adapted and used in counselor education curricula. By doing so, a more powerful concept of career development (human development) will be available to counselors to help them and their clients identify, understand, and respond to client problems or goals. By doing so, career development can become a vehicle to assist counselors and clients to connect and relate client life span, life space issues, and concerns realistically and naturally.

Finally, by adapting and using the broader and more encompassing definitions of career and career development, counselor educators can open up more possibilities and opportunities for programs and services to individuals of all ages and circumstances.

Implication Two: The Changing World in Which People Live and Work

The changing economic, occupational, industrial, and social environments and structure in which people live and work have created conditions and needs not previously present. As a result, counselor education programs need to increase opportunities for counselors to learn more about our changing world, especially the work world, a major arena in which career development unfolds. This means updating the traditional courses in counselor education programs that deal with these topics to include more emphasis on the relationship between the work roles and the other life roles in which people are involved. This means more effective integration into counselor education programs of labor economic concepts including the concept of labor markets and their operations. It also means providing more and better direct opportunities for counselors to see the work world and to talk with employers, workers, and labor leaders.

Implication Three: New Tools, Techniques, and Resources to Use and New People and Settings to Serve

As a result of our better understanding of human growth and development from counseling and career psychology and the corresponding improvement of intervention strategies and resources, counselor education programs are challenged to incorporate these new understandings and intervention strategies and resources into their curricula. In addition, counselor educators are challenged to emphasize more completely, the relationships between theory and practice. Tools, techniques, and resources, whether old or new, do not exist in a vacuum. A theoretical base is required for them to be used effectively with clients. This is possible now more than in the past because of the convergence of theory building in career and counseling psychology. Finally, counselor educators are challenged to emphasize the need to connect these tools, techniques, and resources systematically, developmentally, and comprehensively to respond to the life space, life span needs of individuals of all ages and circumstances.

Some Final Thoughts

What began at the turn of the century under the term vocational guidance, with a selection and placement focus, and then shifted in the 1920s and 1930s to a focus on personal adjustment, has now assumed a developmental focus. Selection, placement, and adjustment remain but are encompassed in the concept of career development over the life span. Societal conditions, interacting with our more complete knowledge of human growth and development in career terms, as well as with the broader array of tools and techniques, have brought us to the realization that career development is a life span phenomenon and that all individuals can benefit from career development programs and services, whatever their ages or circumstances.

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CAREER DEVELOPMENT: THE HOME AND FAMILY

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Young people say that choosing careers is one of the biggest problems they face. This paper addresses career development from the perspective of the home and family. A rationale is provided for involving parents more directly in their children's career decisions; the content of "Today's Youth and Tomorrow's Careers," a seminar that is designed to help parents help their children choose careers is reviewed; a profile of parents who have participated in this seminar is presented and the evaluations of the program are summarized.

A Rationale for Parental Involvement

For more than a decade young people have been saying that they want more help choosing careers. That need was noted early in the 1970s in the American College Testing's nationwide study of young people's career development (Prediger, Roth, and Noeth 1973) in which 78 percent of the 11th graders said they wanted more help making career plans. The same theme has been echoed in youth studies over the last decade (Bachmann, Johnson, and O'Malley 1982; Otto, Call, and Spenner 1981; Peng, Fetters, and Kolstad 1981; Chapman and Katz 1981; Prediger and Sawyer 1985). Two-thirds to three-fourths of study respondents report major problems in entering and preparing for careers.

Parents, too, are concerned about their children's careers. In his Ninth Annual Gallup Poll of the Public's Attitude Toward the Public Schools, Gallup (1978) reports that parents' second biggest parenting concern was "how to help my child choose a career"—second only to dealing with problems of drug and substance abuse. In a more recent survey (Gallup 1985), American adults rated the importance of each of 25 goals of education. Adults ranked developing an understanding about different kinds of jobs and careers as the third most important goal; and they ranked helping students make realistic plans for what they will do after high school graduation in a tie for sixth on the list. Thus parents and adults, like young people, rank career guidance very high on their list of concerns.

Although high schools, teachers, and career counselors have tried to meet this need, schools are not able to give young people the individualized career guidance attention they need. Schools have built career centers and stocked them with information on careers and career preparation possibilities. Schools offer curricula and courses on career planning. Schools provide interest inventories, computerized career exploration and college choice programs, and the latest information on financial aid. And, nowhere is the public school commitment to career guidance more evident than in the number of counselors schools have retained over the past decade.

But even if schools had the necessary resources with which to meet young people's career guidance needs, it is the parents who have the biggest influence on their children's career plans. One of the most widely held and uncritically accepted myths in our society is that parents don't matter when it comes to young people's career plans, that "my kids don't listen to me." Yet the evidence is conclusive that young people do listen to parents in such basic areas as religious beliefs,

political beliefs, and career plans. In his classic book *Changing Youth in a Changing Society*, Michael Rutter (1980) concludes that "taken together, the findings from all studies seem to indicate that adolescents still tend to turn to their parents for guidance on principles and on major values but look more to their peers in terms of interests and fashions in clothes, leisure activities, and other youth-oriented pursuits." Rutter (1980) adds, "Young people tend both to share their parents' values on the major issues of life and also to turn to them for guidance on most major concerns. The concept that parent-child alienation is a usual feature of adolescence is a myth".

If parents are to be effective career advisers for their children, they must prepare themselves. It isn't enough for today's young people to know what they want to do. Young people also need to know about employment opportunities and about how employment opportunities expand and contract in response to changes in technology, population, and labor force changes. Today's young people and their parents also need to develop a career preparation strategy because a high school diploma no longer ensures either a good job or a stable career. A college education isn't the only way for a young person to prepare for a career, and it may not be the best way for many young people to prepare. Not only do today's young people have the luxury of choosing from more occupational possibilities than ever before, they can also choose from more career preparation options than ever before. But, parents and young people have to know what the options are.

If parents are to advise their children about careers, they need programs and materials with which to work. However, materials and programs are scarce. McDaniels and Hummel (1984), for example, reviewed 56 books and 33 journal articles on parenting and 25 articles on special problems and developmental issues. They report that there is not a single reference in those resources to parent education for assisting young people's career development.

A Program for Parental Involvement

"Today's Youth and Tomorrow's Careers" is a program designed to help parents help their sons and daughters choose careers. Counselors first attend a training workshop and then teach seminars for parents in community high schools. The training workshops are an intense 8-hour learning experience. Counselors are given the rationale for the program and its content and work through guidelines and adminstrative procedures for planning and conducting local seminars. Workshop participants receive a certificate upon completion of the training. The training workshops are approved by the National Board for Certified Counselors for continuing education credit for National Certified Counselors. Trainees are provided the materials they need to present the parents' seminars.

Seminars for parents in local communities are typically scheduled in four 2-hour sessions that meet in the evening over 4 consecutive weeks. Each session deals with an important issue involving career choice. The seminar follows the general outline and chapter sequence of the book *How to Help Your Child Choose a Career* (Otto 1984). The first session describes how society, employment opportunities, and career preparation possibilities have changed since parents entered the labor force, and how parents influence their sons' and daughters' career plans. The second session deals with today's labor market: how to think about it, what the employment projections are, and where to get and how to use the best information on employment projections. Sessions three and four focus on career preparation. The third session features college as a career preparation possibility; the fourth session outlines ways young people can prepare for a career while working.

The seminars provide take-home activities for parents to use with their sons and daughters. "Today's Youth and Tomorrow's Careers" offers a step-by-step decision-making model for young people to follow in identifying their career interests, evaluating information about occupations that interest them, gathering information on career preparation options, and narrowing their choices.

"Today's Youth and Tomorrow's Careers" training workshops, seminars, and program materials underwent rigorous experimentation and revision over a 2½-year period before becoming publicly available in 1984. Trial presentations were made in a variety of field settings such as high schools, churches, youth organizations, and other voluntary associations across the country. Informed by these experiences and the written formative evaluations of hundreds of counselors, professional youth workers, and parents, two earlier editions of the materials and program were revised. We continue to improve it. Parents and counselors presenting the seminars are asked to evaluate the program.

The U.S. Department of Labor reports that, on the average, people hold their jobs only a little more than 4 years. As we move toward the year 2000, people will change jobs an average of seven to nine times over their work life. Teaching young people how to make career decisions is a skill they can learn; the sooner they learn that skill, the sooner and the longer it will help them.

Profile of Participants and Program Evaluation

"Today's Youth and Tomorrow's Careers" is continually monitored on the basis of the evaluations from presenters and parents who attend the seminars. The evaluations tell us how well the program meets parents' needs, what topics are most and least useful to them, and how the program can be improved. Parents say, for example, that information on financial aid, college choice information, information on how parents influence their young people's career decisions, information on different kinds of colleges, and myths people have about careers are topics that interest them the most. Parents' written comments reflect very favorably on the quality and comprehensiveness of the materials, and parents uniformly evaluate the seminar experience very positively. Eighty-seven percent of the sponsors report that the overall reaction of the parents is "very positive."

The evalution forms also tell something about the parents who attend the seminars. Participants tend to be better educated fathers and mothers from intact families with above-average number of children. Their oldest and youngest children tend to be high school age. Two-thirds of the parents are mothers and one-third are fathers. Most work full time as clerical; professional; and technical, sales, or service workers.

Most seminars have been sponsored by high schools, although many have been sponsored by youth organizations, churches, and professional associations. Current efforts are to involve more professional associations and churches in the program as well as high schools.

"Today's Youth and Tomorrow's Careers" has received various endorsements from professional organizations. The program is an approved NBCC provider of continuing education credits meeting relicensure requirements for National Certified Counselors. In 1983, the National Council on Family Relations conferred its highest honor, the Distinguished Service to Families Award, on the project director, and in 1984, the National Vocational Guidance Association honored the director with its Merit Award.

In December 1983, the W.K. Kellogg Foundation funded an independent evaluation of "Today's Youth and Tomorrow's Careers" headed by Dr. Diane Hedin from the Center for Youth Development Research at the University of Minnesota. The evaluation concludes that parents who

took the seminar left more knowledgeable about career materials and used the information with their sons and daughters. The evaluation reports that use of school career centers increased after the seminar was offered. Sometimes parents and children came together to explore educational and career opportunities. Other times parents encouraged their children to make an appointment with a counselor. One school reported, "We were inundated with requests after the seminar, but it's a nice problem to deal with." The evaluation concluded that

> ["Today's Youth and Tomorrow's Careers"] has met its goals of providing factually based information to assist parents and youth workers in their career advisory roles to an exceptional degree. . . . The seminars and materials . . . are generally viewed by their users as comprehensive and of high quality. Most importantly, the parents, school staff, and youth workers continue to be influenced by these experiences and materials long after the seminar ended (Hedin 1983).

"Today's Youth and Tomorrow's Careers" has been well received by counselors and parents alike. Under terms of the initial development grant, the project committed to schedule 20 seminars for parents, but by the end of the grant period nearly 200 parents' seminars had been held around the country; more than 150 other people had been trained to present the seminars. By the end of 1985, the project will have trained nearly 600 people who will, in turn, touch the lives of ever-increasing numbers of parents and young people in the years ahead.

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CAREER DEVELOPMENT IN BUSINESS AND INDUSTRY

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Introduction

During the last decade, career development has emerged as a distinct component of the human resource development function in business and industry. This article explores the pressures in the workplace that have fostered career development services and programs; discusses the different views of career development that are held by various levels of a typical organization; and describes some of the models, instruments, and processes currently being used in the workplace.

Early in the 1970s, many organizations became uncomfortably aware of the glut of women and minorities in the lower paying and least mobile occupations. Some, in an effort to promote equal employment and promotion opportunity, instituted career pathing programs aimed at increasing the upward mobility of these protected classes. At the same time, other organizations began to embrace career development as the answer to the need for improved succession planning programs and new management selection procedures.

Responsibility for Career Planning

As career planning in organizations becomes a frequent topic of discussion, a complex and controversial issue soon develops: whose responsibility is career development? Like many other issues, the answer often lies "in the eye of the beholder." Responsibility and function can vary greatly, depending on the perspective of the individual examining the issue. It may be helpful to view the issue of responsibility from four perspectives: the organization or top management, the supervisor, the trainer or counselor, and the individual worker.

The Top Management Perspective

Top management often views career development as a process or program that can ensure efficient succession planning and realistic manpower planning. To the top manager who really takes the organization's perspective, a good career planning program should identify those individuals who will be able to fill key slots within the organization during the coming years. In addition, career development is seen as an efficient process for identifying the training and development needs of the candidates for these future positions. For some organizations, career planning programs are also seen as methods for facilitating the departure of individual employees whose long-term potential does not lay within the organization. Given this perspective, for a career planning program in an organization to be successful, top management must (1) view the program as contributing to the ultimate financial profitability of the organization and (2) visibly support the program with adequate budget and personnel allocations.

The Role and Perspective of the Supervisor

The supervisor has traditionally viewed career development as a help and a hindrance. On the positive side, career development is seen as an aid in motivating and directing employees in their daily tasks. On the negative side, career development is viewed as just one more time-consuming supervisory task dictated by management whim. The 1980s has seen the first-line supervisor's role in career development move into prominence. The supervisor is in an ideal position to assess, counsel, and coach the employee for optimal career development. Many large organizations are instituting programs to provide career counseling skills to supervisors in order to enable them to guide the careers of their subordinates effectively. But, learning counseling skills is not enough. To really ensure an effective program, the supervisor must actively take on the responsibility to act as a career coach and accept this role as a legitimate supervisory function. Ideally, the supervisor should view career development techniques as tools to enhance and simplify the supervisory role.

The Perspective and Role of the Employee

Historically, most employees have viewed career development as a means to identify and navigate career paths within the organization. To these employees, career development was synonymous with upward mobility. Consequently, employees have taken a relatively passive role in organizational career development. A frequent pattern has involved looking to the organization "to develop my career." Now both the perspectives and roles of employees are changing. Many of the most successful career development programs of the 1970s and early 1980s have stressed the importance of each individual employee assuming responsibility for his or her own career development. In these programs, employees are required to gather information on career paths, initiate planning sessions with supervisors, and develop written career strategy plans.

The Role of the Career Counselor

The past decade has seen the emergence of a new occupation, that of the human resource development (HRD) specialist. Often these practitioners are industrial trainers or personnel generalists going under a new name. Some are recent graduates of human resource development specializations in graduate schools of business and organizational behavior. A few are professional counselors who have made successful transitions from the public sector. Whatever their origin, these new professionals must assume a major role for ensuring the success of the organization's career development program. In many cases, they act as career counselors, conducting assessments and providing occupational information. Many conduct training classes to equip supervisors with career coaching skills. Others consult with top management to ensure organizational support for career development. Some have taken on the unfamiliar tasks of marketing and promoting career development within the organization. Others are conducting outplacement and preretirement counseling for obsolete employees. The latter half of the 1980s will see many traditional counselor education programs move toward equipping their graduates with the skills to function as human resource development specialists.

The Recipients of Career Planning in Industry

In order to understand industrial career planning programs, it is useful to examine some of the typical employees who need and utilize the services of these programs.

The Potential Manager

Today's organizations, especially those in the high-technology area, are staffed with numerous professionals confronting the choice of becoming managers or remaining in their professional or technical tracks. These men and women are the products of technical education programs that did not include skill-building courses in management skills. They are questioning whether or not they possess management skills or if they would find the role of manager satisfying. These questions, as well as where to acquire management skills, can be effectively addressed by an organizational career planning program.

The Stagnated Professional

Many mature organizations, those with a work force whose average age is 45 years, have middle-aged employees who were once highly productive and creative but have now stagnated and are performing at a marginal level. These employees may be experiencing feelings of isolation, are unsure of how their careers are going, and may be questioning how their personal value systems mesh with the values of the organization. These individuals have lost touch with their motivated skills, the sources of their past creativity. A career development program can serve to reconnect these stagnated professionals with their skills and talents. The results of this reawakening of motivated skills can either make the employee a valued contributor to the organization again or serve as a motivator to move on to another organization. In either case, the results are positive for both the organization and the individual.

The Frustrated Secretary

Many secretaries and other clerical workers, although quite competent and productive in their jobs, feel blocked from moving into professional positions. This blockage stems from a number of sources: institutionalized sexism, little knowledge of the paths to upward mobility within the organization, and in some cases, the absence of any real "bridge jobs" that span the gap from clerical to professional ranks. Many of the career development programs of the early 1970s were designed specifically for this group, and most subsequent organizational programs have included them as a target population.

The Entry-level Employee

One of the largest segments of a typical organization's work force is made up of assemblers, laborers, or service workers who have recently entered the work force. After having resolved the initial task of obtaining employment, these workers, poised on the first steps of career ladders, are in need of information. They are asking such questions as, "Is this the right ladder or path for me? What skills must I possess to move up the ladder? Where and how can I acquire these skills? Will the organization provide me with tuition assistance or time off from the job to pursue this training?" These questions and others can be effectively addressed by an organizational career development program.

The High-Tech Specialist

The computer revolution has seen the rise of a highly visible employee: the computer scientist or engineer who can help our high-technology organizations stay competitive in the rapidly changing hardware and software products market. Prime targets for technical recruiters or "head-

hunters," these professionals frequently move from one employer to the next by responding to monetary enticements. Many of these professionals are now questioning the wisdom of this rapid job-hopping and are considering the dangers of overspecialization and the advantages of charting a path within one organization. An effective career planning program can assist these much sought-after workers in focusing on their own needs and charting a meaningful career strategy plan.

The Employee Approaching Retirement

As the mean age of the work force increases, larger proportions of workers are approaching retirement age, many with feelings of uncertainty and fear. Although many organizations offer information on benefits, insurance, and tax issues, few have historically dealt with the psychological effects of retirement. During the last few years, several organizational career development programs have expanded to include preretirement counseling. This preretirement counseling, often available to spouses as well, has focused on identifying appropriate retirement activities and exploring of sources of identity and opportunities for accomplishment in retirement.

The Industrially Injured Worker

Until recently, many industrially injured workers, no longer able to perform the specific occupation for which they were hired, were relegated to insurance pension checks and the resulting feelings of uselessness. As more and more organizations have become "self-insured" (for example, by discontinuing the payment of workers compensation insurance premiums) they have taken on the role of providing vocational rehabilitation counseling. The result has been the identification of rewarding alternate careers for injured workers and a swift return to productive employment. In some organizations, rehabilitation counseling is seen as just one of the roles of the career counselor or human resource development specialist.

The Surplus Worker

Historically, when business changes generated workers without sufficient work, organizations chose one of two paths: abrupt dismissal or absorption of the surplus workers into different jobs within the organization. Both of these paths can be detrimental to the workers. The trauma and rejection of being fired is readily apparent. The stagnation that is associated with working in an alien job is less apparent, but often more devastating in long-term effect. The last few years have seen the rise of outplacement counseling as a method for helping surplus workers. As with more traditional career counseling, outplacement involves the identification of strengths and the development of a career strategy plan, but in this case the goal is outside of the organization. In some organizations, outplacement is a duty of the career counselor.

Elements of Career Planning in Organizations

Individual Counseling

Individual employee counseling is probably the most widespread form of career counseling provided in the workplace. For the professional counselor with a traditional Rogerian orientation, the industrial counseling model might seem alien. In industry, it is not the nondirective, client-centered model that is preferred, but rather an active form of problem solving that is directive,

intense, and often brief. Typical areas of focus in individual employee counseling are the following:

- Academic and educational planning
- Financial planning
- Stress management
- Career decision making
- Personal growth
- Job transitions
- Personal crisis
- Substance abuse problems
- Vocational rehabilitation
- Preretirement planning

In many organizations, the majority of the employee career counseling is the responsibility of the manager; in others, the responsibility lies with the employee relations manager; still others utilize professionally trained counselors hired specifically for their counseling skills; in a few organizations, the counseling tasks are referred to outside consultants, often based at a local university.

Group Counseling Workshops

The most popular format for the delivery of career planning and development services in the workplace is probably the workshop or seminar. Usually led by a professional counselor or a training specialist, these workshops range from information-giving lectures, to structured assessment techniques to "touchy-feelie" experiential exercises. The nature of the workshop often depends on the training of the leader as well as the culture of the organization. Some organizations opt for after-hours workshops, either during lunch hour or for 2 hours after work. A more popular practice is to offer workshops on company time. Typical formats call for half- or full-day modules. Some organizations prefer homogenous groups (all secretaries, all managers, and so forth). Others believe that heterogenous grouping enhances communication and learning. Although attendance at some career planning workshops is mandatory, the most successful programs are voluntary. A typical workshop will have from 15 to 25 participants and one or two leaders. Following (figure 1) is an outline of a typical career planning workshop for employees at a medium-size company:

Module One: Who Am I? Part I

- Introduction to Career Planning
- Interest Assessment
- Career Values Clarification

Module Two: Who Am I? Part II

- Personal and Management Styles
- Identifying Motivated Skills

Module Three: What Options Do I Have?

- Career Paths In and Out of Organizations
- Lateral Career Change Possibilities
- Education and Training Requirements

Module Four: Career Goal Setting/Implementation

- What is the Best-Fitting Career Goal?
- Why is It the Most Appropriate Goal?
- How and When Will the Goal be Pursued?

Figure 1. Outline of typical career planning workshop

Each module can be conducted in a 3- to 4-hour session (1 module each week for 4 weeks) or in a 2-day intensive workshop.

Workbooks and Manuals

Although many career development workshops include the use of loose-leaf manuals to organize information gathered during the learning process, a number of early programs relied on a stand-alone workbook for career planning. These self-paced manuals generally focused on self-assessment and contained space for focusing on a career goal and outlining a career strategy plan. A major problem with the workbook approach involves the extremely high proportion of employees who started but failed to complete the workbook. Most organizations have found that the personal interaction from individual counseling or group workshops is necessary for effective career planning, and the number of workbook programs has decreased since the 1970s.

Career Centers

Most organizations that have developed career planning programs have also established career centers. These centers contain both company-specific information and general information about occupations as well as college catalogs and personal growth publications. Some centers are staffed by career information specialists or interns from local university counselor education programs. Some interesting career center components include videotapes of selected jobs and computerized occupational information systems. Organizations have found that career centers serve to increase the visibility of the career planning program.

Assessment Instruments

Career planning programs in organizations use some of the same instruments that are used by counselors in educational institutions. Following (figure 2) are some typical instruments that are in use today:

Interest Assessment

- Strong-Campbell Interest Inventory
- Career Assessment Inventory
- Holland's Self-Directed Search

Values Assessment

- Career Values Card Sort
- Super's Work Values Inventory

Personal Style/Management Style

- Myers-Briggs Type Indicator
- Performax Personal Profile System
- LIFO
- I-Speak Your Language
- BEST Behavior Profile
- FIRO-B

Figure 2. Typical Instruments

Figure 2. Typical Instruments—*Continued*

Transferable Skills Identification

- The Quick Job-Hunting Map (Bolles)
- System for Identifying Motivated Skills (Haldane)
- Motivated Skills Card Sort (Knowdell)
- Livermore Achievement Motivation Process (LAMP) (Knowdell)

By far the most popular and acceptable assessment instruments are personality style (the more acceptable term in industry is "management style") devices that are quick-scoring and describe behavior in terms of a simple four-part model. The least popular are clinical assessment tools that appear too "psychological."

The Future of Career Development in Industry

It seems clear as we look to the future that the unhalting acceleration in technology will require employees to maintain and increase their technological literacy just to perform their current jobs. In addition, the exploding numbers of different jobs that result from this new technology will increase the frequency and complexity of career decision making with which workers will be confronted. This phenomenon alone indicates the importance of career counseling in the work site. In addition, the coming years will require increased attention to assist the potential managers to make appropriate decisions and successfully move into management ranks. As the work force ages, preretirement counseling will continue to grow in importance. As workers become obsolete, outplacement counseling will become more commonplace. Some of the 1970s' "fad-like" innovations such as job-sharing and flextime should take root as economically advantageous practices. Organizations will begin to rely more on career development to enhance the promotion of managers from within as well as decreasing the turnover rate as employees focus on developing career paths within the company. Indeed, as we move from the 1980s into the 1990s, career planning should become entrenched as a critical element in industrial human resource development programs.

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SUPPORT FOR COUNSELOR TRAINING AND RETRAINING THROUGH THE CARL D. PERKINS VOCATIONAL EDUCATION ACT OF 1984

Gene Bottoms

Guidance is essential to effective vocational education because it assists youth to set reasoned career and educational goals. Vocational teachers and administrators know that students with well-thought-out education and career objectives are more motivated to pursue the learning necessary for realizing their goal.

Counselor educators find many opportunities to update and upgrade the knowledge and skills of guidance counselors so that they might more effectively achieve the national purposes expressed in the Carl D. Perkins Vocational Education Act of 1984. Although priorities have shifted, the new legislation provides many opportunities for guidance programs to contribute to the achievement of national goals of equity, quality, and expanded partnership with the private sector. Obtaining dollars for counselor training will require that counselor educators understand the policy intent concerning guidance in the new legislation, the legislative provisions provided to achieve legislative intent, the priority areas, and how the funds will flow and at what level of government they will be spent.

Federal Intent for Career Guidance and Counseling in the Carl D. Perkins Act

Through the new legislation, Congress establishes guidance as an integral part of vocational education both as a discipline or program area and as a support service. Guidance as a support service is found in one of the stated purposes of the new legislation: to assist states to utilize a full range of supportive services, special programs, and guidance counseling and placement to achieve the basic purposes of the Act.

Guidance as a program or discipline area in vocational education with a mission of its own is found in the new legislation within the definitions of vocational education and career guidance and counseling. Congress defined vocational education to mean an organized educational program. Congress further defined the term *organized educational program* to mean only instruction, including career guidance and counseling, related to the occupation or occupations for which the students are in training or instruction necessary for students to benefit from such training. The definition of vocational education makes guidance an integral part of vocational education and recognizes that it can be of an instructional nature.

Guidance as a program or discipline area is further established in the definition of career guidance and counseling. It is defined to mean those programs that pertain to the body of subject matter and related techniques and methods organized for the development of individuals for career awareness, career planning, career decision making, placement and those that assist them in making and implementing informed educational and occupational choices.

It is significant that Congress through the Carl Perkins Act clearly recognized guidance as a discipline area on an equal par with the traditional occupational discipline areas within vocational education. Guidance and counseling is clearly presented in the legislation as a program having a body of content and techniques useful as an end in its own right to the furtherance of youth and adult career objectives.

Legislative Provisions to Achieve Legislative Intent for Career Guidance and Counseling

Expenditures of federal funds for guidance is made discretionary in Parts A and B of Title II of the Basic State Grant and in all of the special programs of Title III of the new legislation. However, any funds spent for career guidance and counseling must be on activities aimed at the purposes of each part of the legislation. For example, any funds spent from Part A of Title II of the Basic State Grant for guidance activities for handicapped youth would be directed toward providing services directly to clients; whereas funds expended under part B of title II could be directed toward improvement of career guidance and counseling programs and services. However, it should be noted that guidance differs from other discipline and supportive service areas in that Congress mandated that each fiscal year states must spend for guidance the same level of federal funds the state spent in Fy '84. Under the discretionary provision of the law, states may spend more than the mandated requirement. In addition, Congress by creating as part of Title III special programs a Part D—Comprehensive Career Guidance and Counseling Programs—made it possible for them to appropriate an increased amount of funds for guidance if it sees the need for doing so.

Even though the new law provides both discretionary and earmarked funds for guidance, it won't be easy to get dollars for counselor training and retraining. Congress limited the amount of funds from the basic state grant to 20 percent that can be spent at the state level, including support for state staff. In doing so, they limited the amount of dollars that can be invested in vocational teacher education and counselor education. The 20 percent improvement limitations placed on states will severely limit state-level initiatives for curriculum development, research, evaluation, state administration, leadership, and technical assistance as well as teacher education and state-level staff development activities. As long as the appropriation level for Title II, Part D career guidance remains small or nonexistent, the same 80/20 rule applies to guidance as well. Funds appropriated under Title III do not fall under the 80/20 split. Funds are going to be limited for state grants for counselor training and retraining unless the guidance community can convince Congress to appropriate funds for guidance under Part D of Title III. That's the bad news. The good news is that local systems will have more funds to spend. Some will no doubt see the need to direct some investment toward the improvement of their career guidance and counseling programs. Local systems must spend approximately 43 percent of their Basic State Grant Funds for program improvement. For the nonenterprising counselor educator that's bad news because it's easier to deal with a single state agency than to try to get several local systems to pool resources to support a program to upgrade their guidance and counseling personnel. To get dollars for counselor training will take some effort; however, if you can sell your state guidance and vocational education director on your idea, you will be 75 percent closer toward accomplishing your objective.

Priorities for Counselor Training and Retraining

Counselor training or retraining must be directed to one or more of three national purposes contained in the Carl D. Perkins Act. One of the purposes is to use federal dollars to help states improve, expand, modernize, and develop quality vocational education programs in order to meet the needs of the nation's existing and future work force for marketable skills so as to improve the

nation's productivity and promote its economic growth. The significant point is that federal funds can no longer be used to maintain programs for ordinary students. Thus, the act redirects these funds that will be in excess of $3 million for improvement activities. Counselor training and retraining activities qualify as an improvement activity.

The second purpose is to use federal dollars to ensure that individuals who are inadequately served through vocational education programs are provided the extra services needed to benefit from quality programs. The greatest potential for dollars for training and retraining of counselors will come from those parts of the act dealing with special populations because these parts have the largest amount of funds.

The third purpose is to increase the partnership between public vocational education and the private sector. This is a natural priority for career guidance and counseling since access to the private sector has long been considered by the guidance community as essential in the career development of youth.

Funding for counselor training and retraining is possible within the context of the three broad purposes of the new legislation. The greatest opportunity for support will be in the area of sex equity, single parents, and displaced homemakers because the largest amount of new dollars is directed toward furthering the nontraditional employment opportunities for women. Three and one-half percent of the Basic State Grant must be used primarily to assist young women to participate in programs designed to eliminate sex bias and stereotyping. Eight and one-half percent of the Basic State Grant must be used to make vocational education and training more accessible to single parents and displaced homemakers, with the aim being to help improve their long-term earnings. Guidance personnel and teachers need preparation in constructive ways to introduce young women to nontraditional jobs, to provide information on nontraditional career opportunities, to provide initial and supportive counseling to women of all ages pursuing nontraditional roles, to inform single parents and homemakers about the opportunities for career advancement through vocational education, and to use the media and agencies to reach the targeted groups. Counselor educators should not expect anyone to knock on their door asking them to do these things. Counselor educators will have to develop and make the case that they can deliver training programs that will make a difference in the quality of services to be provided.

A second potential area for counselor training is in training current counselors and vocational education personnel to provide the mandated services for handicapped and disadvantaged students. These mandated services include providing such students and parents with information on opportunities in vocational education by or before the ninth-grade level; providing assessment to help students determine their interests, abilities, and special needs; providing guidance and counseling and career development activities; and providing counseling services designed to facilitate the transition from school to post-school employment and career opportunities. These mandated services will require training of both guidance and vocational personnel. Obtaining dollars for training purposes will require counselor educators to work with local school districts since all of the disadvantaged and handicapped funds set aside by legislative mandates go to school systems and institutions by formula. It may be possible to enlist the state leadership help in encouraging local districts to make investments in training consortiums.

A third priority is to improve guidance and counseling services for the ordinary students in vocational education. For the first time, job placement services for students who have successfully completed vocational education programs are eligible to receive federal funds. One improvement priority is to prepare counselors to assist in assessment initiatives designed to determine and diagnose appropriate academic courses for strengthening the academic foundations of students enrolled in vocational education. At the present time, adequate academic courses aren't provided

to students enrolled in vocational education. The current academic tracks of Levels one, two and three seldom provide the vocational students with the rigorous applied math, science, and language arts needed. Counselors do play a role in curriculum offerings. It is appropriate to have workshops to prepare counselors to assist both the vocational and academic faculty in redesigning the curriculum to improve the academic foundation for vocational students. Vocational students need more than a watered-down college track curriclum. They need a rigorous track in which academic principles are taught in an applied context. Why shouldn't such a workshop be provided for school counselors who probably know more about student needs, motivations, and learning patterns anyway?

Fourth, the new act makes adult vocational education a priority. With this expanded emphasis comes the need to improve and expand guidance services to adults. Few vocational-technical schools and community colleges have developed exemplary programs for providing career information, assessment, and decision-making services to adults. The rising adult population will accentuate this priority. Special workshops to assist vocational schools in conceputalizing and implementing a 4-6 hour career counseling course to assist adults should be well received by state and local vocational leaders.

Development of high-technology programs is a priority in the new legislation. Workshops and materials designed to help counselors become knowledgeable of emerging high-tech jobs and opportunities and the curriculum experiences that will facilitate one's entrance into them should be a priority for the state of Ohio. The planning and preparation for entering a high-technology job begins in high school. Most practicing school counselors are not sufficiently knowledgeable of high-tech opportunities to acquaint students with them.

These are the five priorities for counselor training and retraining under the new vocational legislation. No doubt, through your own study, you will identify other priorities. Quality vocational education is dependent upon quality career guidance and counseling services. Quality guidance services are dependent upon up-to-date counselors. Up-to-date counselors are dependent upon counselor educators who are willing to be persistent in obtaining the necessary support needed to provide the practicing counselor with retraining opportunities. Today competition is so great for dollars that the dollars will go to those priorities that are pushed enthusiastically by creative professionals. Guidance and counseling can get its share of the funds, provided a case is made. The choice rests with the counselor educators.

Chapter 2

Career Choice:
The Individual and Society

UNDECIDED STUDENTS: A POPULATION WITH SPECIAL CAREER DECISION-MAKING NEEDS

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Introduction

High school and college counselors frequently have contact with educationally and vocationally uncommitted students. Undecided students have been the subject of research studies for over 50 years. John Crites (1969), in his classic book "Vocational Psychology," traces this research back to the 1930s. The early research flowed from career choice studies on college students in general. Since undecided students did not fit neat categories, they began to be studied as a separate population. Many studies in the 1950s and 1960s tried to determine how undecided students were different from decided ones (Ashby, Wall, and Osipow 1966; Baird 1967; Bernstein 1953; Dysinger 1950; Holland and Nichols 1964; Tyler 1961). It was assumed that if these differences were known, various types of interventions could be developed. The medical model of diagnosis and treatment was often suggested.

When studying undecided students, many variables were examined. Some examples are abilities, values, anxiety, risk-taking, interest patterns, and parents' socioeconomic level. Interestingly, few clear differences emerged. The undecided group appeared to be a microcosm of students in general on almost every variable (Baird 1967). A few characteristics that seemed to consistenly describe them, however, were identity concerns, feelings of anxiety, a data-seeking orientation, multiplicity of interests, and a humanitarian orientation (Appel, Haak, and Witzke 1970).

One psychological antecedent of indecision is anxiety. Goodstein (1965) identified two groups of undecided students. The first group may not be ready to decide because of vocational immaturity or lack of readiness. They might be experiencing anxiety that is normal for this specific situation. Indecisive students, on the other hand, have an anxiety that permeates their lives in general. They must deal with the factors contributing to existing personal-social conflicts before they can make a choice. Although anxiety is the *result* of indecision in the undecided group, anxiety is the *cause* of indecision in the indecisive student. It is important to distinguish the difference between these two groups since counseling approaches must be directed toward different needs.

Another correlate of indecision is an unclear sense of identity. Unclear identity may be viewed as the inability to assess one's self accurately and to relate one's personal characteristics to educational and vocational options. When one's idea of self is shaky or distorted, relating one's self to a career is difficult. The psychological construct of identity may be the single best predictor of career indecision.

A related concept is identity foreclosure (Erikson 1968). Foreclosed students make decisions prematurely. Some individuals concede to pressures to make choices before they have had the opportunity to work through normal developmental stages required for making long-term career choices. A foreclosed individual accepts a role identity before questioning its appropriateness. Some decided students who later change (or are forced to change) their major or career direction may experience difficulties in generating new alternatives since they have identified with one choice for so long.

Hartman and Fugua (1983) suggest that more research is needed to determine other psychological antecedents of indecision besides anxiety, an external locus of control, and identity confusion. The number of undecided students with psychological dysfunctions is small, but it is important that these students be identified early so that counseling may be tailored to their unique needs.

When viewed from a developmental perspective, being undecided for most students is a perfectly normal phenomenon. There are developmental tasks that all students need to accomplish if they are to move confidently into adulthood. There is a directionality and timing to these tasks that have great influence on when students can be expected to make academic and career choices (Chickering 1969). Clarifying purposes and developing integrity are critical to career decision making. Career aspirations and plans are very much affected by students' abilities to identify appropriate life-styles. Identifying and accepting one's values are also necessary in formulating a personally relevant career identity. It would seem, therefore, that very few high school or college freshmen are developmentally capable of assuming many of the responsibilities for making career decisions that they infer are imposed upon them by parents, peers or society. Some students are ready to make career choices at eighteen; most are not.

Career Development Issues

Most counselors, regardless of the clientele they serve, are often in contact with individuals who are at some level of undecidedness about a career. Although undecided individuals bring to the counseling situation unique needs and concerns, there are basic career development issues that are involved in working with them. One of these is a need for self-assessment that involves identifying and clarifying values, needs, interest patterns, abilities, and energy levels. Self-exploration also includes a need for understanding other personality characteristics revolving around identity concerns, motivation, locus of control, and vocational maturity. It also involves looking at self-in-situation. What is happening in the individual's life to influence career choices? What barriers, if any, are present to impede the choice process?

Another critical career issue involved in working with the undecided group is that of vocational maturity or readiness. Some students may not be ready developmentally to make the type of career commitments forced on them at a particular time by some institutions or well-meaning adults. They may need time to reach this readiness state. This is not to infer that they are simply allowed to drift on their own. Programs and services need to be in place to aid them in the exploration and growth process.

Another important factor in discussing readiness is the cognitive development of students. Students who are dualistic perceive parents, teachers, academic advisers, and counselors as authorities with the right answers (Perry 1970). They expect the "authority" to make educational and career decisions for them. Dualistic students are often incapable of analyzing or synthesizing data at a level needed for effective decision making. This is why it is important for counselors to have a grounding in student as well as career development theory.

Another important consideration involves working with the many subpopulations within the undecided group—adults, minorities, underprepared students, gifted students, to name a few. An extremely important group, for college counselors in particular, are students who are in the process of changing their college major or career field. Many students enter college with choices made on very superficial information or based on the decisions of significant others, not themselves. They may find the academic work in their initial choices uninteresting or not suited to their

academic abilities. These students are often as undecided as those admitting this state upon entering college. They not only need the same type of educational and career counseling, but often need help in dealing with feelings of inadequacy or insecurity that sometimes accompanies this necessity for change.

Perhaps the most important career development issue involved with undecided students is decision making. A critical first step is to help clients identify and articulate their reasons for being undecided. Until this is understood, very little progress will be made. Learning to identify and clarify the problem is a skill that students rarely consider or are even aware of as an integral part of decision making.

Knowing where and how to gather information is another skill that is critical for any decision situation. Counselors need to go far beyond pointing out information resources. Students need to learn how to read occupational information critically, look for sex stereotyped or outdated information, or recognize biased opinions rather than facts. They need to use many approaches to information gathering, including talking with workers or actually experiencing a work setting for which they have an interest. Once the information is gathered, students may not know how to interpret it. A counselor may fill a critical role at this point by helping students make meaning out of what may seem to be a collection of confusing and unrelated facts.

Clients also need to be aware of their own decision-making approaches and styles and how these may be effective or counterproductive. Many undecided students simply need to become aware that there *is* a decision-making process and that it can be learned.

Counseling Approaches

Counselors may work with undecided clients individually or in groups—which includes short-term workshops or career planning courses. Regardless of the vehicle used, basic counseling approaches to decision making can be identified.

Help students analyze their situation. There are many factors involved in undecidedness as indicated previously. Clients may be dealing with identity confusion, anxiety, lack of information or an unawareness of the decision-making process, to name a few. Counselors need to help students identify their reasons for being uncertain. These may include information deficits or lack of the developmental skills necessary to decision making. They might have personal or social concerns that impede their progress. It is also important to determine their level of undecidedness (e.g., tentatively decided, very undecided). What barriers are making it impossible to make a certain choice (e.g., a parent pressing for a specific career field)? Until these issues are confronted and dealt with, the student will often be unable to proceed.

Teach clients the decision-making process by helping them experience its components. Since decision making is at the heart of selecting educational and vocational directions, it is vital for clients to become aware of this process and their own unique approaches to it. If career development is a lifelong process, then clients need to acquire the knowledge and skills involved in career choice and change. Clients need to become aware of the very personal reasons and dynamics involved in being undecided and understand how these factors can enhance or impede their progress. Information gathering and information processing (e.g., seeing relationships between self and educational and occupational information) are other critical skills that can be learned.

Decision making also involves realistically assessing different options in view of the internal and external dimensions of the person's milieu. It is important that counselors understand the

client's perceptions of these rather than what "should" be at this stage. The counselor can point out relationships the client may not see. Assisting clients to compare their previously identified needs and values with alternatives is a critical function at this point.

Assist students in formulating an action plan once a decision has been made. A decision is not really made until it is implemented. Counselors can assist students in identifying appropriate action with a realistic time table for accomplishing certain tasks. Students need to learn that no plan is static—that as new information is known, adjustments or changes will need to take place.

Although the decision-making process is obvious to counselors, it is surprising how few undecided students are aware of or know how to approach this vital function. To adequately serve undecided students many resources must be available in a coordinated effort. Since many students equate educational and occupational decisions, academic advisers need to be involved in helping students assess their academic interests and strengths and assist them in exploring educational options where these qualities might be used most effectively. Faculty and other academic advisers as well as career counselors need to be involved in helping students with these decisions. This implies that cooperation and coordination is vital if the whole student is to be served.

Outcomes

Desired outcomes for understanding and counseling career undecided students may be viewed at two levels: those pertaining to the students themselves and those involved in training counselors.

Student Outcomes

The obvious goal of any program to counsel undecided students will be to help them make realistic and satisfying educational and vocational decisions. There are other equally important counseling objectives, however. They are to help students—

- learn the decision-making process and acquire the specific skills necessary to make and implement decisions in any type of setting,
- acquire an accurate picture of their strengths and an ability to accept their limitations in the context of career choice,
- acquire a better understanding of themselves by working toward an identity that is compatible with their beliefs and values,
- develop positive attitudes toward work and to acquire work adjustment skills, and
- acquire career and life-planning skills that may be applicable to any career or life decision situation.

Counselor Training Outcomes

Counselor education programs are critical in ensuring that future counselors are knowledgeable about decision theory, decision-making skills and styles, and specific techniques for helping

students through the educational and career choice process. A few areas where training can have great impact are as follows:

- Counselors need to be familiar with the research on undecided students so that they will be more understanding and skillful in working with students.
- Counselors can be taught to recognize the antecedents of indecision and to determine whether a client is developmentally undecided or psychologically dysfunctional.
- Counselors need to be particularly well versed in post-high school educational opportunities, especially information about college majors and how they relate to occupations.
- Both high school and college counselors need to be involved in developing experiential and work opportunities for students who need to reality test their tentative choices.
- Counselors can encourage high school and college students to enter into a mode of exploration rather than foreclosing on a specific choice before they are ready.

The number of career development issues and their complex interaction make working with undecided clients an excellent learning experience for counselors-in-training. Long-term benefits will be realized when high school students enter college or the work force with a deeper sense of personal knowledge, a better grasp of educational options, and a more realistic appraisal of the world of work. Both students and their parents will view being "undecided" (in most cases) as a positive rather than a negative state. Students will not feel as pressured to decide before they are ready and will feel confident in the exploration process by using the excellent resources available to assist them in making stable and satisfying career decisions.

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CAREER TIME PERSPECTIVE IN SPECIAL POPULATIONS

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The economically disadvantaged and the culturally different do not readily seek career planning help. This may be due to their feelings of hopelessness and their distrust of those who claim to offer hope and help. They lack hope because they expect that the future will merely repeat the present that they endure and the past that their families suffered. If they know that career planning assistance exists, then they view it as a service for middle-class, white males. They believe that counseling is provided by middle-class people who devised their models, methods, and materials to help other middle-class people. Their hopelessness and distrust stop these discouraged individuals from seeking help.

Sometimes people from special populations are recruited to youth agencies, displaced homemaker programs, and Private Industrial Council projects. Unfortunately, too many of these programs just provide traditional career planning services. Typical guidance, counseling, and placement services consist of helping clients make decisions. This focus on choice includes self-appraisal and occupational information to ease decision making. Such interventions benefit the model career services client who is trying to choose from among alternative futures. They want the counselor to help them make the right choice, that is, the choice that will maximize future success and satisfaction. The model career services clients benefit from these interventions because they are ready, or almost ready, to take control and shape their futures.

Unfortunately, traditional career planning services frequently do not help clients from special populations because they are not ready for them. Due to their situation, socioeconomic status, or socialization experiences, these clients focus attention on today and maybe next week but not next year. They must worry about surviving in the present—paying their rent and utilities, buying food, making clothing last, and so on. Little energy or interest is left over for preparing for tomorrow. In a sense, these individuals cannot process the content of traditional career services. Thus, they perceive these career planning services as irrelevant.

Many career planning service providers assume that each individual is aware that he or she has a career and wants help in developing it. Too often we forget that not everyone knows that they have a career. This is because we ignore our own definitions and use words like job and career as synonyms. The proper term for one's current work activity is position. For example, I occupy the position of career counselor. A job is a group of positions in one company whereas an occupation is a group of jobs in many companies. A career is the series of positions that an individual holds throughout his or her life cycle. Although everyone has an objective career, many individuals are not subjectively aware of their careers.

People from special populations often do not experience a subjective career. They do not think about their vocational past, present, or future, nor do they have occupational daydreams. If you don't have a future or a dream, then you don't want traditional planning services.

Subjective career awareness occurs within the framework of one's personal experience of time. In other words, there is a time perspective that facilitates career planning. Vocational psychologists call this construct future orientation or time perspective. Although the construct of time perspective has played a pivotal role in theories of vocational maturity or readiness to make realistic choices, it has drawn little attention from researchers.

Along with my colleagues and students at Kent State University, I have been conducting a program of research on career time perspective. We began by linguistically explicating and operationally defining the construct in hopes of devising interventions to facilitate its development among clients from special populations. This helped us devise interventions that increase the readiness to benefit from career planning services by helping clients look forward to the vocational future.

The personal experience of time structures one's career self-awareness and is distinct from objective time. Objective time means chronology—century, year, month, day, hour, minute, and second. Studies that deal with the psychology of objective time have addressed *time perception* variables such as time, duration, and estimation. In contrast, studies that deal with the psychology of temporal experience have addressed *time conception* variables such as time perspective and orientation, especially as these relate to psychopathology. The largest number of these studies was conducted by personality psychologists who investigated a variable called future orientation. Interest in this research peaked from 1955 to 1965 and has been minimal since then.

The first problem we encountered in studying career time perspective was the confusing literature on temporal experience. The literature offered no consistent theoretical framework. The construct definitions were metaphorical and conveyed many surplus meanings. The researchers used different constructs interchangably (e.g., time sense, time orientation, time perspective, and time perception) with little attention to construct or operational definitions.

We addressed the problem of conceptual confusion by devising a comprehensive and standard definition of temporal experience and its dimensions. After several factor analytic and construct validity studies, I concluded that time experience included three substantive dimensions. The first dimension, orientation, refers to whether the past, present, or future is most important in decision making. The second dimension, differentiation, refers to both how extended each time zone is and how many events populate each time zone. The third dimension, integration, refers to how much overlap or connection exists between the time zones.

The orientation dimension is most important in the career time perspective of special populations. Their present orientation restricts interest in the future and preparation for it. They lack familiarity with and do not relate themselves to the future. Thus, they do not have a cognitive schema to sustain career dreams and vocational fantasies. The saying "if you can dream it, you can do it" says it clearly. The sentence starts with "if." Special populations cannot dream it, so they cannot do it. They are hopeless because all they have is the present.

Traditional career planning services address the second and third dimensions of temporal experience. They are devised for those who have hope. The interventions make the future "real" by populating it with anticipated events and goals that give the future shape and substance. The interventions help clients see the connection between their present behavior and the achievability of their future goals. Traditional career planning services aid the helpless and hapless to plan and manage their futures but can leave the hopeless more discouraged.

We have had initial success with intervention methods and materials based on this model of career time perspective in special populations. Techniques that help people think about their

futures have helped both groups of delinquent and economically disadvantaged youth become more optimistic about their futures and ready for traditional career planning interventions. A sample intervention technique is included herein as appendix A. Appendix B lists studies conducted by Kent State University students that more fully describe the results of our research program on career time perspective. We need more research, yet we are hopeful that dealing with career time perspective directly can augment existing techniques to help individuals from special populations develop themselves and their careers.

APPENDIX A:

A TIME PERSPECTIVE INTERVENTION

What were you thinking when you drew the circles as you have?
What do their size, relative position, and spaces in between mean to you?
Are you satisfied with your past, present, and future the way you see them now?
How would you draw the circles so that they would be ideal (just right)?
Would you like to get closer to that picture?
What are you doing now to get from your present circle to the future one?
What would you need to do?
How does the past circle influence the present and future ones?
How did the circles look one year ago? Five years?
How will they look in one year? In five years?
How would someone you admire very much draw the circles?
Would you like yours to look more like that?
What would you have to do to make that happen?
Draw a horizontal line in the circles marking the preparation for your career and when you actually start working.
Mark in the circle when you started primary school, high school, college.
Draw your past, present and future in other shapes that you think would more closely represent how you see them.
What would a picture of time look like to you? Describe or draw it.
How do the things you do in the present circle effect the things you will do in the future circle?
How do the things you will do in the future circle effect the things you do in the present circle?
Show me a point in the past circle when you knew or hoped something in the present circle would happen.
What is it that happened?
Show me a point in the present circle when you realized or hoped something in the future circle would happen.
What is it that happened?
Show me the point in any of the circles when you decided on a career choice.
Is it your current career choice?
Where did it change?
If that point of choice is in the future, what needs to happen in the present circle before you can decide on a career?

APPENDIX B:

CAREER TIME PERSPECTIVE DISSERTATIONS
COLLEGE OF EDUCATION
KENT STATE UNIVERSITY

Lopez-Baez, Sandra	August, 1980	A Study of Career Consciousness: Temporal Experience and Career Maturity
Tout, Nancy	May, 1980	The Psychology of Career Consciousness: Vocational Adjustment and Temporal Experience
Waechter, Linda	December, 1980	A Study of Career Consciousness: Work Values and Temporal Experience
Collins, Eileen	August, 1981	The Psychology of Career Consciousness: Planfulness and Planning in Mid-Life
Silling, Marc	August, 1981	A Study of Career Consciousness: Content of Anticipated Future Events and Temporal Structure
Lucas, John	December, 1981	The Psychology of Career Consciousness: The Role of Self-Consciousness
Rios-Bonilla, Tonita	December, 1981	The Psychology of Career Consciousness: The Impact of Gender Difference
Hellwig, Jane	August, 1982	The Psychological Assessment of Temporal Orientation: A Validity Study
Gardner, Gerald	May, 1983	The Psychology of Career Consciousness: Temporal Experience and Leisure Decision-Making
Anuszkiewicz, Thomas	August, 1983	The Psychology of Career Consciousness: Modifying Temporal Experience
Madison, Michael	August, 1983	The Psychological Dimensions of Temporal Experience: A Multi-Instrument Analysis
Feinburg, Ruth	May, 1984	Creativity and Midlife Planfulness and Planning

COMPREHENSIVE CAREER COUNSELING

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Since the National Defense Education Act (NDEA) of 1958, there has been a strong emphasis on counseling high school students for higher education. In addition, the expanded role of vocational education in the 1970s has shifted the emphasis toward counseling the noncollege-bound student for entry into joint vocational schools (JVS). It appears now that career counseling has evolved toward a two-track system: one track being for entry into vocational education programs and the second being for entry into college.

Although some high schools may have comprehensive career counseling services, the conventional wisdom that a successful career requires either a vocational education or a college education has narrowed the focus of the career counselor. However, a large number of students do not subscribe to this. These students choose to attend neither vocational schools nor college. Added to these are many students who have chosen but failed to complete either program. Therefore, there needs to be a third emphasis for high school career counseling. This would be for students who will enter directly into the world of work or postsecondary education exclusive of higher education (e.g., apprenticeship programs, crafts training, and so on).

The objective of this paper is to demonstrate the need for a more complete high school career counseling service, including suggestions for counseling students not in vocational education or planning to enter college.

The Ordinary Student

A survey of high school counselors in several Northeast Ohio school districts indicates that after counseling vocational and college-bound students and providing guidance for special student populations there is little time left for counseling other students. A good example of this is the recently passed Carl Perkins Vocational Act that targets several groups for special funding. Among these are the handicapped, minorities, and single parent adults. However, no funding was allocated for so-called *ordinary students*.* It is not clear how many students would fall into the category of ordinary, but the number seems to be substantial. Recent U.S. government statistics show that about one-third of all high school graduates will neither complete a college degree program nor a high school vocational education program. When high school dropouts are included, the percentage of youth in this category is nearly 50 percent.

*The term *ordinary student* was used in this context in discussing the Perkins Act as a special workshop for counselor educators at the National Center for Research in Vocational Education in Columbus, Ohio, in July 1985. The term *ordinary student* used in this paper also includes those students not enrolled in vocational education nor those planning to attend college.

The ordinary student may also be considered as exceptional in that they may have greater difficulty in engaging in career planning activities than do other students. College bound and vocational students have made a commitment and are more receptive to structured career counseling services such as testing and occupational information. Less-decisive students may not have developed what Super (1983) calls "work salience" and "planfulness" that are antecedent to a meaningful involvement in career planning. Counselors faced with the pressures of working with special populations and saddled with administrative duties may easily overlook the less-demanding ordinary students. In the aforementioned survey of counselors, it was also indicated that once students make a commitment, occupational information services are provided. Computerized information, financial planning and placement in jobs or colleges are routinely made available to those students. Unfortunately, less time is devoted to the noncommitted ordinary students although their needs may be greater.

Local Occupational Information

How then may the ordinary student be helped? Broad-based intervention type programs such as career education seem to be the answer. These are limited by special funding needs and are generally beyond the capabilities of the counselor. A limited but more feasible approach is to provide a personalized information service. The focus would be current information on local employment and training opportunities. Of particular importance would be information on the various post-high school training programs including adult vocational training and apprenticeship opportunities in trades and industry. The information would be personalized in that the counselor would have firsthand data obtained by personal contact with local employees and training programs. A recent article in the *Wall Street Journal* (28 August 1985) states that there are jobs in technology areas available for high school graduates but that failure of counselors to make contact with employers often results in incomplete or misinformation for students. Michael Pilot, manager of the occupational outlook program of the Bureau of Labor Statistics, says that

> since his bureau's studies take two years to complete, "of course some of the projections are going to be off." Where visits with company representatives are possible however, they have proved invaluable in helping to keep students and counselors abreast of the needs of high-tech industries. (Watkins and Wartzman 1985)

Typically, occupational information is provided by counselors on a global scale and potential careers are studied in a generic sense. Although the DOT, OOH, and other such information systems help students comprehend the world of work and often help them to expand their vocational horizons, it may be difficult for the ordinary student, often limited culturally and geographically, to use such data meaningfully. Borow, writing in a 1980 publication of the National Center for Research in Vocational Education, stated that career planning of high school students is often characterized by short-term considerations and indecision. He used the term "diffused vocational identity" to describe the absence of a clear image of oneself as worker to be. (Borow 1980)

Comprehensive Career Counseling

With these considerations in mind, the authors of this paper are suggesting that a more comprehensive career counseling service be developed—one that would involve all students and focus on local employment and training opportunities. These suggestions involve a three-part approach:

1. General information on employment opportunities in the local community. This would be especially important for high schools in high unemployment areas. An outcome would be to enhance an effective decision to remain in the local community or seek a career elsewhere.

2. Specific information on local employers. This would require personal contact by counselors with employers. This would not be placement, but rather effective use of firsthand information. The outcome would be for counselors to understand more fully specific labor needs of the community that would result in more effective curriculum planning and more effective job searches by students.

3. Development and maintenance of an information system on local training opportunities (e.g., apprentice programs, proprietary schools, and crafts training). The outcome would be more realistic planning for continuing education.

The counselor education program at Youngstown State University has taken a first step in this direction by developing a program of instruction that involves students in information-gathering activities with local employers. Following is a brief description of the program.

Local Opportunities

Part of the job of the counselor educator is to help those in training gain knowledge about theory and, in particular, how theory can best be put into practice. In most curricula at the graduate level, we talk about vocational information in a very general manner that is inconsistent with the very specific needs of a given community. In addition, little practical information is available on helping the ordinary student to develop vocationally. Therefore, as a way to meet the specific employment needs of our community and provide support to the growing needs of the ordinary student, we have begun to get our graduate students more actively involved in seeking information on local employment opportunities. This objective is being accomplished by sending students from the Educational Occupational Information class out into the community to visit industry, unions, and business to assess local opportunities, working conditions, and requirements for employment. It is anticipated that students will be able to transfer this knowledge to their own work settings.

Maintaining An Information System

Each student was asked to visit two local unions, industries, or businesses as partial requirement for the Educational Occupational Information class in addition to filling out an information sheet (see appendix) on each visit. Targeted employers have included those employing large numbers of local residents at many different skill levels to those smaller employers who employ individuals for only one clearly defined task (i.e., firefighters). Without exception, students have been greeted enthusiastically by local places of employment. Many employers reported that this was their first opportunity to speak with someone in the counseling field regarding opportunities within their organization. Many were willing to provide information on not only their organization, but information on specific tests for acceptance. Some employers even provided copies of the tests they administer. As counselors in the schools, this information can be invaluable in helpng students assess those places of employment where they may have the most success while interviewing. This could help to alleviate some of the discouragement and apathy that often follows long periods of unemployment.

In addition, much of the information provided would be very beneficial in helping students to plan their high school curriculum (i.e., how much math to take, electives that may prove helpful, and so forth).

Finally, the information provided by the interviews can be passed on to students who often do not have a realistic view of the realities of the work world. In Youngstown, for example, the days of

big wages for unskilled labor are gone. Many ordinary students will be forced to seek employment at a much lower wage than was common 10-15 years ago. They will need to learn new ways to rise in the system as it now stands. That system will probably include continuing education that will become part of a life-long process. In addition, they will need to learn new ways to market themselves in our competitive society. The information gathered, then, can help the counselor with practical information on local jobs as well as serving as a guide for directions to take in planning education programs for the ordinary students.

APPENDIX

Name of Industry/Union _____

Address _____

Phone number _____

Contact person _____

What are your projections for employment in the near future?

What are the necessary qualifications for entry?

What are you really looking for?

Are there any tests required for admittance? If so, what are they? Are they public record?

Is there special credit for military and vocational education?

What kind of academic training would you prefer a student to have?

What are the wages?

List other possible opportunities within the organization.

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MOTIVATIONAL DISABILITY-PROBLEMS IN REHABILITATION

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The problem of disability in the United States has become too costly to be handled at the local level. It was once handled at the county, city, and state levels, but these governmental units petitioned for relief, and the Congress agreed in 1972.

The first level of disability support at the federal level is called Supplemental Security Income (SSI) and it covered the nation's aged, blind, and disabled as of 1974. At that time, those on the state's rolls were merely transferred to the federal government's rolls. This program is administered by the Social Security Administration, but it does not have anything to do with Social Security, for the payments come directly from the general federal revenue.

Those on SSI have not made any employer/employee contributions and are not eligible for Social Security Disability. This program is not advertised. Therefore, it is not surprising that, out of 6.7 million eligibles, only 4,000,000 are on the rolls. Forty-five percent of eligible nonrecipients have never heard of the program, and 80 percent of these are women. This program costs the taxpayers $9 billion a year. The payments are 80 percent of the poverty level plus Medicaid in 31 states. A state may supplement the federal grant, but Ohio does not. To be eligible, a single person must have assets (excluding a home, car, household goods, and insurance) of less than $1,500. Household goods may not be valued at more than $2,000, and insurance may not be more than $1,500. Recipients may earn $65 a month. After that, benefits are reduced by 50 percent. If you live with someone else, your benefits (about $325 a month) are reduced 1/3. If you are in a nursing home, your income is reduced to $25 a month. Age is not a criteria for eligibility. A child can be disabled and can get benefits. Who counsels these 4 million people? No one. There is no staff except a computer in Baltimore. Once you are on SSI, your case will be reviewed every 3 years to determine if you still cannot work.

If someone is disabled, but will be disabled for less than a year, he or she will not be eligible for SSI, but will be eligible for general relief (GR). GR is locally administered, and wherever possible, local welfare officials will insist that their clients apply for SSI so that Washington can pay the bills. In other words, after 1 year, they will try to transfer you to the federal program.

In order to apply to SSI, you would obtain an application from the local Social Security Adminstration (SSA) office. They would obtain all the medical and background information, and they would send the application to Columbus. The Ohio Rehabilitation Services Commission has signed a contract with the U.S. Department of Health and Human Services (HHS) and Ohio processes the application. There are criteria for all illnesses, and if the criteria is met, Social Security issues the checks. If the case is uncertain, the state sends the claimant out to get the proper medical examinations at federal expense in order to complete the file. Columbus issues a decision on behalf of the federal government and the claimant may appeal it. The state then reexamines the case. If they do not approve the application the second time around, the claimant may request a hearing before an administrative law judge (ALJ) employed by Social Security. Up to this point, the claimant has never seen a professional. He or she has only seen a clerk in the local social

security office. Columbus has never seen the client, but they have part-time doctors who have read his or her record. At the hearing level with the judge, the claimant may be represented by counsel. Lawyers get about 25 percent of the first check. The first check is usually quite large, for cases at this level can drag on for years. If the ALJ denies, the lawyer or claimant may appeal to Washington. If Washington denies, the lawyer may appeal to the federal court.

As you can see, there are problems. Number one, the judges are paid by Social Security but they are independent of them. It has been suggested that a separate administrative section be set up so that judges are not paid by Social Security. There are about 750 judges, receiving about $50,000 or more a year who decide over 200,000 cases. The current administration in Washington has made a serious wholesale attempt to cut the rolls and the ALJs have been reversing about half of the cases appearing before them. The federal courts have been very sympathetic to the claimants. In the case of Hyatt vs. Heckler, Federal Circuit Judge James McMillan, on 2 February 1984 addressed the attorney for HHS in open court. The Secretary of HHS had been ordered to consider pain, which she had refused to do. In scornful language, the Judge said:

> The Secretary's position can hardly be characterized as "respectful." Respect for the law means obeying the law. In taking the position that the decision need not be followed by her, the Secretary has disobeyed the law of this circuit.
>
> This court can understand why the Secretary might choose to appeal this issue. The claimant died, shortly after the Fourth Circuit's decision was rendered, from the very condition which the Secretary intended was not disabling. However, the Secretary is attempting to continue an unlawful practice which she pursues, in an unrelated case; the issues conclusively determined in a previous case.
>
> A cabinet member is not above the law of the land, but is obligated to follow it.

However, a lawyer is not paid unless he wins the case. There may be instances where disability is encouraged, either consciously or otherwise. Those people on SSI are an underclass. Rehabilitation for them would be most difficult.

The bulk of disability cases, however, are not SSI. They are Social Security Disability Insurance (SSDI) cases where the claimant states that he or she cannot work. In these cases, if he or she is covered by SSDI, he or she is entitled to a pension even though he or she is not 62 or 65 years of age, the normal retirement years. There are about 4,000,000 on SSDI, including dependents. This costs the government about 25 billion a year. There is little incentive for someone on SSDI to seek rehabilitation. There is no staff to work with these people. There is no system to have them serviced by counselors. For example, the law states that if someone has an intelligence quotient of 59, either in performance, verbal or full, that person is disabled and is entitled to benefits, regardless of age. In Ambers vs. Heckler, 736 F. 2d 1467 (11th Circuit 1984), a skillful lawyer stated that although the plaintiff, a disability claimant worked as a domestic, a babysitter, a waitress, and a yard worker, she should be awarded disability because her IQ was 59 or less. The Eleventh Circuit stated:

> The interesting question on this social security appeal is whether benefits can be devised to a claimant who meets the disability listing (requirements) for mental retardation but had been previously gainfully employed with that handicap. We hold that since claimant meets the (legal) listing, she is entitled to benefits regardless of the fact that she may be able to hold gainful employment as she did in the past.

> The court held that the sequential evaluation of the claim should have ended once a determination was made that her impairment met the criteria of a listed impairment. Consideration of the fact that Ms. Ambers could return to her past work is not a relevant inquiry once she met the Listing of Impairment.

It is hard to see what motivational incentives there might be for Ms. Ambers to be rehabilitated, assuming that rehabilitation rather than job placement was even necessary. The jobs that she had were surely at or close to the minimum wage at best and currently, and indeed for the rest of her life, she will be on disability, which is essentialy tax free and yields medical benefits.

The government is concerned about this problem and has developed certain incentives to encourage SSDI beneficiaries to work. They are as follows:

- Benefit payments and Medicare coverage continue during the first year regardless of the beneficiary's earnings. These 12 months are considered a trial work period. This is a free ride for the first year.

- During the next 12 months, the beneficiary who continues to have a disabling impairment will retain disability entitlement and medical coverage. However, benefit payments will be suspended for months in which the beneficiary's earnings constitute substantial gainful activity (SGA). SGA is defined as employment producing earnings in excess of $300 per month. If, during this period, the work effort fails then the benefit payments will be reinstated. In computing the $300, SSA subtracts from the workers earnings all out-of-pocket expenses.

- At the end of 2 years, if the beneficiary is still gainfully employed, his or her disability entitlement terminates, but his or her medical coverage continues for another 2 years (so long as he or she continues to have a disabling impairment).

- If a former beneficiary stops work because of medical conditions within 5 years after his or her entitlement to SSAI benefits have ceased, he or she may become entitled to benefits and Medicare coverage without serving a new waiting period (of one year). After the fifth year, a disabled individual would have to serve a new 5-months waiting period to regain disability benefits and a 2-year waiting period to regain medical coverage.

Currently, the federal government has appropriated up to $250,000 that it will make available to any grantee who can come up with permanent possibilities for the disabled. The money can be used to improve existing vocational rehabilitation programs and develop better methods of assessing a beneficiary's rehabilitation potential and employability and more effective and efficient service delivery approaches and placement arrangements. Employers can use the money for on-the-job training, to reduce environmental barriers, and to subsidize wages. Foundations, trade associations, insurers, unions, advocacy groups, public or private vocational rehabilitation providers, and other public agencies are encouraged to apply.

I think that it will be difficult to rehabilitate SSDI beneficiaries successfully. Although they are mostly unskilled or semiskilled and are limited in their educational achievement, by the time they have gone through the disability determination process, there is often a psychological overlay that may have to be dealt with. In addition, they are bright enough to evaluate their situation in the same logical way that an employer looks upon a government contract that he is bidding on—how much profit can I make? Right now, the government is investigating 40 of their 100 biggest defense contractors. The SSDI beneficiary will surely ask, "How am I better off—working or on disability?" I also believe that there are unreported, under-the-table employment transactions going on. We do not have much clear data on this.

Although the government has made little effort toward the rehabilitation of SSI beneficiaries, Ms. Madeleine Will, assistant secretary for Special Education and Rehabilitation Services of the United States Department of Education has articulated the federal thinking in this problem in the June issue of the *Developmental Disabilities Highlights of the Commission on Accreditation of Rehabilitation Facilities*. Her position is as follows:

- There are 42 separate programs at the federal level for the handicapped and disabled.
- There are 100 other programs that provide services and support. Coordination is poor.
- Services that exist are isolated from normal community settings.
- It is best to serve this population in regular employment, education, and community settings.
- We are falling down in teaching socialization skills—how to get along with others.
- The state and local level must be involved.
- There should be job coaches for group placements of the handicapped with many handicapped individuals hired as a team and supervised directly.
- The federal Office of Special Education and Rehabilitation Services (OSERS) has as its highest current priority the funding of supported work demonstration projects to the states to convert traditional day activity programs to alternative-supported employment methods. This could be a mobile crew walking in a neighborhood setting and/or dispersing individual placements in a funded support staff rotating among sites.
- There is a need for counselors who can develop jobs, match individual strengths to work for us, communicate with employers, plan transportation, and handle complex interactions with education and related programs.
- Job coaches and trainer advocates are needed to work closely with difficult-to-place workers until they learn to function at an acceptable performance rate in bench work, electronics assembly, and entry-level positions. These supervisors should be on the job to ascertain that the work is done properly.
- We will have to monitor the worker's progress, get regular feedback that is behaviorly based, and get involved in the client's support system in order to involve the family.
- Social skills teaching is the counselor's responsibility, not the employer's.
- OSERS is willing to pay for intensive individualized and ongoing training because it will be less expensive in the long run than total support currently is.
- Institutionalized and day activity programs are not meeting our needs in regard to severely handicapped individuals and must be replaced by viable supported employment programs.
- Supported employment programs, with assistance, can move individuals with the most severe physical and mental capacities from welfare programs to employment programs so that these clients can have the opportunity to achieve their maximum potential as independent, self-sustaining adults.

In *Vocational Rehabilitation in Employment Training* published by the National Center for Research in Vocational Education, William Sulivan outlines six steps in vocational guidance:

- Prevocational experiences and preassessment
- Assessment
- Exploration
- Selection
- Placement
- Follow-up

The wisdom of such a process has evidently reached the Congress. Last month, the Honorable Mr. Dan Rostenkowski, a Democrat from Illinois, introduced House Bill 2005 to set up a Disability Advisory Council. This council would have as one of its duties the studying of and the making of recommendations about:

> alternative approaches to work evaluation in the case of applicants for benefits based on disability and recipients of benefits undergoing reviews of their cases, including immediate referral of any such applicant or recipient to a vocational rehabilitation agency for services at the same time he or she is referred to the appropriate State agency for determination.

Also, a work-evaluation desirability would include a determination of—

- the individual's skills;
- the work activities or types of work activity for which such individual's skills are insufficient or inadequate;
- the work activities or types of work activity for which such individuals might potentially be trained or rehabilitated;
- the length of time such an individual is capable of sustaining work (including, in the case of the mentally impaired, the ability to cope with the stress of competitive work; and
- any modifications that may be necessary, in work activities for which such individuals might be trained or rehabilitated, in order to enable him or her to perform such (gainful) activities.

RESOLVING WORK/SEX ROLE CONFLICTS: A MODEL FOR CONCEPTUALIZATION AND INTERVENTION

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In our society, a wide range of characteristics including personality traits, values, activity preferences, styles of social interaction, and life plans is socially defined and expected on the basis of an individual's sex. The pervasive impact of sex role socialization is obvious in the world of work. Men and women differ in vocational interest patterns, expressed job choices, and involvement in the paid work force over a life span, as well as in more subtle psychological ways that shape their career patterns. (For some recent reviews, see the "Career Development of Women" 1984; Fitzgerald and Crites 1980; Gottfredson 1981; Sundal-Hansen 1984; 1985).

Traditionally, the sex-differentiated social system reliably dichotomized work, family, and social interaction roles by sex. Recently, however, awareness of the multiple options actually available to both sexes for employment outside of the home, family patterns, and the balance of work and family has increased. Expansion of options can carry confusion as well as opportunity. The prescriptions distinguishing "appropriate" male and female career/life patterns have become blurred or obsolete for many individuals. People have not stopped thinking about themselves as men or women, but many have found that what their sex *means* for their life choices is no longer clear.

Sundal-Hansen (1984) neatly summarized the challenge facing career counselors as follows: "Changes occurring across cultures have made most of our sex role prescriptions, stereotypes, and gender division of labor dysfunctional. . . . Major changes are needed in the context, content, and concepts of career guidance and counseling to accommodate and manage these changes in ways that will benefit both individuals and society" (p. 219). Career counselors need to know how to think about the relationship between work and sex roles in a manner that suggests appropriate goals and interventions for individuals grappling to rebalance work and sex role-related preferences, values, and behaviors.

One framework for conceptualizing work/sex role conflicts faced by clients is presented here. A brief review of relevant sex-role concepts will be provided first, followed by a discussion of problems in the balancing process between work and sex roles and possible counseling interventions. This framework is consistent with recommendations concerning the knowledge and skills necessary for career counseling with women (Fitzgerald and Crites 1979; 1980; Richardson 1979, Sundal-Hansen 1984).

Definitions and Conclusions about Sex Roles

Sex role broadly refers to the sex-linked constellations of personality traits, attitudes, preferences, and behaviors that a person acquires and learns to value through the sex-typing process (Cook 1985a). Recent theory and research on sex roles have suggested the following conclusions:

- Members of each sex generally share certain characteristics as a result of sex role socialization. However, there are also complex variations in sex role variables within each sex as a result of individual learning experiences.

- Men and women alike possess both characteristics traditionally labeled as "masculine" and "feminine' in varying degrees, depending on the individual.

- Many diverse psychological characteristics are sex role-related (see Huston [1983] for a comprehensive classification).

- These diverse sex role-related characteristics are not necessarily highly correlated within an individual (e.g., some women with very feminine personality traits may also display very feminine behaviors, whereas others may not).

- An individual's learning and expression of personal sex role characteristics are strongly affected by the environment in adulthood as well as childhood (for research supporting these conclusions see Cook [1985a]). Thus, to understand sex role behavior, professionals must look beyond the individual's biological sex to the psychological functioning of that individual.

It is assumed here that all individuals blend their perceptions of themselves, standards they have learned for sex-appropriate behavior, and the results of certain experiences with others into a sense of themselves as men or women. Similar variables affect a person's sense of self as worker. The need for consistency among these two central sources of self-definition stimulates the work and sex role balancing process as discussed here.

The Work and Sex Role Balancing Process

A widely accepted hypothesis from social psychology is that individuals strive to maintain a personal sense of consistency among their feelings, thoughts, and behaviors. It is hypothesized here that this need for consistency extends to individuals' life and career choices. A basic compatibility between self-perceptions, attitudes, and behavior related to sex role and those associated with work is required for an individual to select and perform work in a manner that permits greatest intrapersonal comfort. When an individual perceives that some aspect of his or her sex role-related characteristics and experiences conflict with those pertinent to work, an internal sense of discomfort occurs. Individuals then need to work out some reorientation or compromise to reestablish an internal balance between self as worker and self as woman or man. Elements in this balancing process are outlined in Table 1 (see also Cook 1985b).

Not all individuals will feel the same amount of distress when experiencing a conflict between work and sex role components. One factor that may influence the severity of work/sex role conflict is *salience*, the psychological significance or centrality of sex roles and/or work in a person's life. Individuals high in sex role salience use sex roles to organize the world and define themselves (Garnets and Pleck 1979). Analogously, high work/sex role salient persons experience work as an essential component of their indentities and their lives (Super 1983). Individuals high in either or both work or sex role salience may be expected to find work/sex role conflicts to be especially painful.

How do these elements account for individuals' work/sex role adjustment? Basically, adjustment is experienced as a balance (or lack of conflict) between components contributing to self as

TABLE 1
COMPONENTS IN THE WORK/SEX ROLE BALANCING PROCESS

	Self as Man or Woman	Self as Worker
Self-Perceptions	Masculine and feminine characteristics that a person views as self-descriptive	Vocationally relevant interests, abilities, values, and personality characteristics
Example:	I am emotionally expressive; I am ambitious	I am good at math
Attitudes/Ideals	How ideal self and men/women in general should be	How self as a worker and other workers should be
Example:	As a woman I should take full responsibility for child care; men should be goal-directed and financially successful.	Work should be my number one priority; workers should be loyal to their bosses
Behaviors	Ability and willingness to engage in behaviors linked to each sex	Possession of job-related skills and behaviors and willingness to display them
Example:	Able to be emotionally expressive; willing to be so only with spouse	Able to type; not willing to let boss know that
Environmental Expectations and Rewards/Costs	Sex-based prescriptions and associated rewards/costs; can range from specific and not strongly enforced to generalized and strongly enforced	Prescriptions and associated rewards/costs for worker behavior; can also range from specific to common and enforced to not enforced
Example:	Varied reactions from others to man being emotionally expressive	Expectations and pay off for workers aggressively pushing for raises for themselves

Example of Conflict: _____ Balance: _____

NOTE: There are likely to be individual differences in the degree to which a particular type of conflict causes discomfort to an individual. One mediating variable may be salience of each domain, or the psychological significance of sex roles of work to the individual.

man or woman and those pertinent to self as worker. To maintain or reestablish a sense of balance, individuals need to be able to respond flexibly to the changing demands of their lives. Many individuals resolve the conflicts that arise in a manner that permits them to do satisfying work while feeling comfortable about themselves as men or women. Other individuals may seek counseling to work through their indecision, conflict, or dissatisfaction about their lives because of incompatibility between aspects of work and sex roles. Such conflicts are especially likely to occur today in the form of what has been labeled home/career conflicts.

Home/Career Conflicts

The responsibilities and pleasures attending work and home/family domains are central in the adult lives of both sexes (Plcek 1977; Super 1980). Because the roles of wife/mother/homemaker have forced the essence of women's sex role definitions, the interrelationship of these work/family domains is particularly crucial for understanding women's life/career patterns (Richardson 1979).

The issue for many women is role integration (Sundal-Hansen 1984), an issue that men are increasingly addressing as well (O'Neil 1981; Skovholt and Morgan 1981). Attempts to coordinate multiple role expectations can bring enhanced satisfactions (Baruch, Barnet, and Rivers 1983) or conflicts (Perun and Bielby 1981).

The work/sex role balance model presented here suggests that each woman must work out a solution to the home/career conflict that is a good match to her sex role and occupational self-perceptions; is consistent with her conceptions about what women workers should be and do; encourages behaviors she is comfortable performing as a worker and as a woman; and gains her the support (or at least avoids the punishment) of others for her performance as a woman and as a worker. Individual men may go through an analogous balancing process. A lack of congruence among any of these coordinating components may be expected to cause her conflict to some degree, particularly if her work salience and/or her sex role salience is high. An individual may view some degree of discomfort as inevitable and tolerable. In other cases, an individual may need the help of a career counselor to work through more intense feelings of conflict and discomfort.

Counseling Goals and Interventions

How can counselors use this framework with career counseling clients? Counselors first need to determine through client self-exploration the aspect(s) of work and sex roles that may be in conflict for the individual. Examples of problems conceptualized in this manner include the following:

- Conflict between sex role and occupational self-perceptions: a woman who sees herself as highly feminine feels conflict about her "masculine" mathematical ability.
- Discrepancies between sex role and worker ideals: a woman professional who believes that she should work around the clock on her job, yet take full responsibility for upkeep of her home.
- Conflicting sex role and occupational rewards/costs: a male nurse who is valued by his coworkers and teased by his friends.

Cook (in press) lists a number of other sex role conflicts beyond the premise of this balance model that also have implications for career development (e.g., inadequate behavior repertoires, sexism).

Clients and counselors then need to work out a way to reduce these feelings of discomfort within the client. Types of interventions include these:

- Changing either or both work/sex role characteristics that are in conflict (e.g., changing self-perceptions by integrating previously unrecognized sides of oneself, developing more tolerant attitudes about appropriate work/sex roles for oneself or others, learning other sex typical or on-the-job behaviors needed by the client's current situation

- Finding a new environment (e.g., joining a support group of other nontraditional workers, switching to work that is a better match.)

- Changing the present environment to a more congenial one (e.g., negotiating to get affirmative action policies implemented at work, obtaining marriage counseling, hiring housekeeping services)

- Helping the client to accept some degree of discomfort as inevitable and manageable (e.g., accepting compromises of personal energies and commitment after birth of a child; accommodating to an imperfect but good enough job)

For career counselors working with these individuals to be effective, they must also be effective in "personal" counseling (see Brown [1985] for a convincing argument about the interrelationships between personal and career domains). Counselors adopting this framework can recognize the applicability of a wide range of interventions. Behavioral skills training can teach or modify sex role-related (e.g., assertion) or work role (e.g., job search) skills. Career or life planning techniques can help individuals recognize personality characteristics, values, and life goals relevant to work and their sense of selves as men or women. Cognitive interventions can help to correct distorted views of self or others, restrictive attributions, and feelings of dissonance. Couples counseling can work out conflicting expectations, priorities, or behaviors. Groups can assist in sorting out sex role demands, developing awareness of new options, and acquiring and performing new behaviors in a safe atmosphere. Humanistic counseling approaches can encourage expression of personal conflicts and eventual self-acceptance. Occupational information can provide role models for new life patterns.

Many individuals will have no particular difficulty coordinating work/sex roles for themselves. However, our society has inextricably linked work patterns to sex roles for years. Particularly for women, with the significant changes in both sex roles and labor force participation that have occurred in recent years, career counselors should be prepared to help individuals to work through the personal dissonance that may arise in managing these two central domains of life. In this sense, career counselors act upon their respect for how work represents what people *are* as well as what they *do*.

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Chapter 3

Enhancing Career Choice: Programs, Methods, and Materials

USING LABOR MARKET INFORMATION IN CAREER EXPLORATION AND DECISION MAKING

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The preservice Improved Career Decision Making (ICDM) curriculum is presented in a step-by-step fashion with each chapter building on the previous one. Basic background information and theories on the broad concepts of career development and labor markets are presented. This is followed by an overview of the labor market information (LMI) sources and various classification and crosswalk systems and then an exploration of the actual LMI resources. Finally, practical ways of using LMI in counseling situations and concrete ways of developing a professional plan of action prior to becoming a counselor are discussed. In short, the curriculum follows three paths: theoretical foundations (chapters 1 and 2), LMI sources and resources (chapters 3 and 4) and counseling application (chapters 5 and 6). The six chapters are as follows:

- Chapter 1, "Understanding Career Development and the Use of Career and Labor Market Information in Career Counseling," focuses on why an understanding of career development is needed, the major career development and structural theories, and the changing ideas about careers and career development. It also addresses applications of these theories through a discussion of how these theories help to improve career counseling and the use of the LMI in career counseling.

- Chapter 2, "Understanding Labor Markets: Concepts and Applications," is similar to the previous chapter in that it concentrates on the foundations, in this case of labor markets and economic theory. Several key labor market concepts—the basic model and the labor market and the supply and demand concepts—are discussed. Modifications of the supply concept are presented. Applications also are presented with regard to how and where labor market concepts and economic theories relate to career counseling.

- Chapter 3, "Exploring Labor Market Information Sources and Systems," presents background information about where labor market information comes from (the sources), how the information is categorized (classification), and how the various classifications can be related (crosswalk). The major sources are federal and state programs, although several nongovernmental sources are included. Career Information Delivery Systems (CIDS) also are discussed. Regarding classification, a number of important systems are reviewed, particularly those organized by occupation, industry, and instructional program. Finally, the concept of crosswalk is briefly introduced.

- Chapter 4, "Exploring Labor Market Information Resources and Products," examines in more detail the specific classification and crosswalk resources, as well as the major LMI resources. Each resource is reviewed according to the scope of coverage, type of information presented, description of the contents, and how counselors can acquire and use the resource.

- Chapter 5, "Using Labor Market Information in Career Counseling," consists of two parts. Part one presents typical client questions and indicates how to answer these questions using the resources described in the previous chapters. The second part presents sample case studies based on actual counseling situations and that represent a variety of populations and settings.

- Chapter 6, "Developing a Professional Plan of Action," provides counselors-in-training with suggestions on how to develop a professional growth plan. The counselor's professional development, information development, and community development are covered. The purpose of this chapter is not to make counselors-in-training local labor market analysts but to help them understand their communities from an LMI perspective and to develop needed communications networks.

In addition, 10 appendices provide supplemental information on such topics as guidelines for preparing and evaluating career information literature, vocational/career competency areas, the military services, the labor movement, resource agencies, and a glossary of terms and acronyms.

The material in the curriculum can be used in numerous ways. It can stand alone as a single text in a course on counseling, career planning, or career and occupational information, or it can be used as a supplementary resource to related publications. A number of excellent textbooks are available; however, none covers all the potential LMI and career decision-making topics counselors-in-training and teachers-in-training need to know. Therefore, selection and use of supplementary materials is recommended in order to provide an adequate foundation for a beginning counselor.

Further, the curriculum can be used at both the undergraduate or graduate level, in seminars and workshops as well as in standard courses. Also, the curriculum is intended for all counselors and teachers, whether they are in the elementary or secondary schools, vocational rehabilitation settings, postsecondary institutions, employment training settings, employment service, and the military.

Finally, the curriculum can be used as a reference tool, along with such resources as the *Dictionary of Occupational Titles* and the *Occupational Outlook Handbook*. In fact, both counselors-in-training and teachers-in-training will want to become familiar with all of the suggested resources.

TAXONOMY OF CAREER COUNSELING SITUATIONS

John R. Cochran
Cathy Reuschman

Introduction

Counselors are faced with clients who present a wide variety of career counseling concerns. In schools, these are primarily those dealing with career development and choice. In other settings, counselors may also encounter clients dealing with job or occupational change, job placement, job satisfaction and adjustment, and retirement. This taxonomy is intended as a first step toward the development of a diagnostic and prescriptive system to be used in career counseling.

With the taxonomy, one is able to address the questions: What is the nature of the client's concern? and Why does the client have the concern?, and classify the client accordingly. Once the client has been appropriately classified, the next steps of developing and implementing a treatment plan are much easier. In actual practice, one rarely finds a client who fits a single classification, but rather one who has several concerns. In such instances, the client and counselor need to collaborate to set priorities in dealing with the concerns. Frequently, if one concern is handled, other related concerns may also be resolved.

This is not the first career counseling taxonomy to be proposed. Campbell and Cellini (1981) have developed an excellent taxonomy for adults. Their taxonomy does not include those concerns related to career development and retirement. This taxonomy covers a greater span of time in the person's life, from initial career development to retirement.

It is hoped that this taxonomy will encourage persons involved in career counseling to test and add to or delete the categories that have been provided and also to take the next step in identifying intervention strategies that are most effective in dealing with a client's specific problem and improving his or her career situation.

Exhibit 1

TAXONOMY OF CAREER COUNSELING SITUATIONS

I. Career Development

A. Values
   1. Not formed
   2. Not aware
   3. Not differentiated
   4. Conflict

EXHIBIT 1—*Continued*

B. Interests
   1. Not formed
   2. Not aware
   3. Not differentiated
   4. Conflict

C. Self-concept
   1. Lack self-knowledge
   2. Lack self-acceptance
   3. Lack self-esteem

D. Aptitudes, Abilities, and Skills
   1. Not formed
   2. Not adequate
   3. Multipotential

E. Experience
   1. Lack appropriate experience

F. Physical characteristics
   1. Not appropriate for job
   2. Physical disability
   3. Age

II. Choice of Career, Occupation, Job, or Academic Major

A. Chronic Indecision
   1. General anxiety
   2. Faulty self-perception
   3. External locus of control

B. Undecided
   1. Career immaturity
      a. lack of self-knowledge
      b. lack of knowledge of possibilities
      c. lack of decision-making skills
      d. lack of experience
      e. no need or motivation to choose
   2. Situational-environmental stresses
      a. conflict with significant others
      b. unable to cope with environmental pressure

C. Tentative Choice
   1. Specific choice has been made, but need more experience or information to be sure
   2. Choice is between two or more possibilities

D. Decided
   1. Realistic
   2. Realistic but would not be first choice if other options known
   3. Unrealistic
      a. external barrier
      b. internal barrier
      c. lack of or inaccurate information
   4. Uncommitted

EXHIBIT 1—*Continued*

III. Change of Career, Occupation, Job, or Academic Major

- A. Voluntary or Involuntary
  - 1. Decision status - see section two
    - a. chronic indecision
    - b. undecided
    - c. tentative choice
    - d. decided
  - 2. Survival factors
    - a. lack of money
    - b. sense of loss
    - c. interpersonal conflicts
    - d. difficulty coping with environment
    - e. lack of personal adjustment
    - f. lack of knowledge of survival resources
    - g. loss of self-esteem

IV. Job Placement

- A. Lack of Knowledge of Opportunities or How to Find Out About Them
- B. Lack of Job Seeking Skills
- C. Inappropriate or Inadequate Job or Interpersonal Skills or Credentials
- D. Employer Bias or Discrimination
- E. Lack of Motivation—Discouragement

V. Job Satisfaction and Adjustment

- A. Lack Appropriate Job Skills and/or Attitudes
- B. Poor Co-worker Relations
- C. Lack Motivation
- D. Personal Problems
- E. Cannot Cope with Stress
- F. Poor Health
- G. No Opportunity
- H. Employer Bias or Discrimination

VI. Retirement

- A. Sense of loss
- B. Lack of Financial Preparation
- C. Lack of Alternative Activities
- D. Lack of Feeling of Self-worth
- E. Difficulties with New Life style
- F. Family Problems
- G. Poor Health
- H. Handicap

Career Development

The first major type of career concern is that category associated with a client's career development. Career development is best viewed as a life-long process where specific career development concerns may be presented by clients at any particular point during their lifetime.

Since career development is a life-long process, concerns presented may be of either a developmental or remedial nature depending on the point in a client's life at which time he or she finds himself or herself experiencing career difficulties related to an ineffectual element of career development. Although there are numerous factors that influence one's career development readily identified in the literature, we have attempted to include and discuss those factors that seem most significant in a client's career development pattern and are, therefore, more likely to be encountered as aspects of clients' concerns by the career counselor.

Values can be viewed as objectives that seek to satisfy wants and needs. These highly subjective phenomena are partially formulated by a person's religious, cultural, familial, and social interactions and experiences within his or her environment from childhood through adulthood.

Interests are really the product of an individual's needs and values that may be defined as the specific activities or expressed preferences through which values are manifested. Typically, interests are the area of career development that both clients and counselors focus heavily upon when determining an appropriate career for the client. This often results in a paradoxical situation, because even though interests correlate highly with job satisfaction, they do not necessarily predict success in a chosen occupation. Ultimately though, persons who have the luxury of choosing from a variety of occupations usually utilize interests as a major determinant of job selection.

How one sees oneself (**self-concept**) and the worth attached to that self-perception are important aspects of career development. These factors frequently influence both the type of occupation chosen and the level of aspirations to succeed and advance within that occupational field.

One's **aptitudes** (that is, those traits which suggest that an individual may acquire skill with training) and **abilities** (those skills that a person already possesses in his or her repertoire) are really the most important elements in career development. Without the ability to perform a job, other aspects of job satisfaction and success become moot points.

Experience, both personal and occupational, is another factor that greatly influences career development. As one goes through life and is met with a variety of experiences, one's attitudes, needs, wants, values, and other personality characteristics do change in varying degrees. In addition, as one has work experience, the experience qualifies him or her for other work opportunities.

Physical traits may be present at birth, may be developed through experience or training, or may be the result of illness or accident that may leave a person with a physical disability. The type of physical characteristics that an individual possesses can influence his or her career development in either a positive or negative direction. The career counselor needs to become aware of the degree and the type of influence that clients' physical make-up has had on their vocational development and subsequent career aspirations.

Choice(s) of Career, Occupation, Job, or Academic Major

Much has been written about the career choice process, and attempts have been made to determine what personal and environmental factors influence the vocational decision-making ability of individuals. Some of these factors that have been found to correlate with a person's ability to choose effectively an occupational or college major include, but are not limited to, general decision-making ability, self-knowledge, work knowledge and experience, overall psychological adjustment, locus of control, vocational maturity, and identity.

Fuqua and Hartman (1983) discuss the person who is unable to make a career choice due to **chronic indecision**, which may be indicative of a more general psychological or behavioral dysfunction.

Individuals who fall in the **undecided** classification within the career decision-making process can be divided into two categories. First, there are those persons who lack the career maturity to make an effective career decision.

In the second category, or situational undecidedness, the person is hampered in the career decision-making process by either situational or environmental stressors that are inhibiting his or her ability to make a choice.

A third major category of career counseling situations involving vocational choice is comprised of those individuals who have made a **tentative choice**. This category is made up of two groups of people: those who have made a specific choice but need more experience or information to be certain and those who have narrowed their career choice to two or more possibilities.

In the fourth and final category under the Choice(s) of Career, Occupation, Job, or Academic Major section, we have those individuals who have made a decision (**decided**). The decision may be considered either realistic or unrealistic. A realistic choice is usually considered to be one that is appropriate for the individual based on his or her interests, aptitudes, values, and so forth, and the opportunities that are available.

Change in Career, Occupation, Job, or Academic Major

We now recognize that most people will change occupations several times in their lifetime. When one changes occupations, he or she may be in any one of the categories of decidedness described in section two. Job change may result from voluntary or involuntary job loss. Often the emotions may be more intense from involuntary loss, but persons who lose their jobs either voluntarily or involuntarily may both have to deal with one or more of the "survival factors" between jobs. We call "survival factors" those factors that a person may encounter and need to deal with in order to survive between jobs.

Job Placement

As a part of the job change process, the individual will need to acquire a new position. This process requires that the individual have appropriate knowledge, skills, and attitudes.

Job Satisfaction and Adjustment

Once the person has acquired a position, it is important for him or her to fit into that work environment in order to master the job tasks and to progress appropriately within the organization. In order to do so, the individual must have appropriate skills and attitudes, and he must not encounter insurmountable obstacles in the organization.

Retirement

Retirement may be a very enriching or very traumatic experience depending upon the many factors that affect retirement. Personal, interpersonal, and environmental factors all have a great influence on the sources of a particular individual's retirement.

Conclusion

The taxonomy can be readily taught to students learning to be career counselors. It is intended to be used by career counselors in any setting. Also, other programs can readily adopt the taxonomy for didactic and laboratory instruction in their counselor education classes. It should work in any setting.

There are no specific materials needed to use the taxonomy; however, all the usual interviewing techniques and instruments used by career counselors are appropriate. Counselors who learn this system should be able to identify and classify the client's career concern(s) and know appropriate methods for treating them.

The taxonomy is the first step toward a comprehensive system of diagnosis and treatment of career counseling concerns. It now needs to be tested and further refined.

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HOW TO IMPROVE A SCHOOL GUIDANCE PROGRAM

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School counselors are expected to be involved in a greater number and variety of guidance and counseling activities than ever before. They are expected to work in the curriculum; conduct placement, follow-up activities, and follow-through activities; to do specialized testing for various groups; and to do community work with business and industry personnel. In addition, they are expected to continue such activities as crisis counseling, teacher and parent consultation, and testing, scheduling, and other administrative/clerical duties.

They may want to respond to these new expectations but often find that the pressure of their existing duties interferes with or actually prevents them from doing so. At the same time, they find that many current organizational patterns of guidance place guidance in the category of ancillary services. What is worse, this reinforces the practice of having them do quasi-guidance tasks because such tasks can be justified as being of service to someone.

The challenge that counselors face, therefore, is how to make the transition from the ancillary services concept of guidance to that of a comprehensive, developmental program—a program that is an equal partner with other programs in education. Making this transition is a complex and difficult task because it involves carrying out duties mandated by the current organizational structure at the same time as planning and trying out new duties derived from a new organizational structure. It can be done, but it is difficult, time consuming, and often frustrating. In a real sense, counselors are caught in the situation of trying to remodel their program while they are living in it.

As we enter the mid-1980s and look beyond, it is clear that traditional approaches to organizing guidance in the schools are giving way to a newer approach. What does this newer approach look like? What are the assumptions on which it is based? First, guidance is a program. As a program, it has characteristics similar to other programs in education, including the following:

- Learner outcomes (competencies) in such areas as self-knowledge and interpersonal relations, decision making and planning, and knowledge of life roles, including worker and learner roles in the form of guidance curriculum
- Activities and processes to assist learners in achieving these outcomes
- Professionally recognized personnel
- Materials and resources

Second, guidance programs are developmental and comprehensive. They are developmental in that guidance activities are conducted on a regular and planned basis to assist young people and adults to achieve specified competencies. Although immediate and crisis needs of individuals

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are to be met, a major focus of a developmental program is to provide individuals with experiences to help them grow and develop. Guidance programs are comprehensive in that a full range of activities and services are provided, including assessment, information, counseling, placement, follow-up, and follow-through.

Third, guidance programs focus on the development of individuals' competencies, not just the remediation of their deficits. To some, a major focus in guidance is on the problems individuals have and the obstacles they may face. This emphasis is important, but it should not be dominant. If it is emphasized in isolation, attention often focuses on what is wrong with individuals, not what is right. Obviously, problems and obstacles need to be identified and remediated, but they should not overshadow the existing or potential competencies of individuals. A major emphasis in guidance programs should be on helping individuals identify the competencies they already have and assisting them to develop new ones.

Finally, guidance programs are built on a team approach. A comprehensive, developmental program of guidance is based on the assumption that all staff are involved. At the same time, it should be understood that professionally certified counselors are central to the program as coordinators. In this role, they provide direct services to individuals, as well as work in consultative relations with other members of the guidance team.

The Improvement Process

With these assumptions in mind, you may be wondering at this point: Can school counselors actually improve their programs? If so, what steps and issues are involved? What follows is a brief review of these steps and issues.

Decide You Want to Change

To begin the improvement process, it is imperative that the school counselors involved make a decision that they want to change. They need to decide to take charge of their own destiny rather than leave it to fate or for others to decide. This may take some time, but after obtaining consensus, albeit reluctantly perhaps on the part of some, the need for change and that change could and should take place, endorsement is then obtained from administration.

Get Organized

Once a decision has been made that program improvement is necessary, an improvement plan is established. Depending upon the size of the district, this may involve forming a steering committee made up of counselors from each level involved. The major task of this committee is to oversee the improvement process from beginning to end. In addition, an advisory committee made up of school and community members also should be considered. The major task for this group is to provide advice and counsel as well as support and encouragement. In one school district, the functions of these two groups was combined into one; the committee members consisted of a school board member, a high school principal, two parents, an elementary teacher, an elementary social worker, several high school counselors, and the director of pupil personnel services.

Select Your Improved Program Structure

One of the first decisions needed at this phase of the program improvement process is a decision concerning overall program structures. What should that structure be? Traditionally, the answer has been the services model (orientation, assessment, information, counseling, placement, and follow-up), the process model (counseling, consulting, and coordinating), and the duties model. Perhaps your current program uses one of these or some combination of the three. It is suggested that in place of one of these structures, a new structure be adopted, a structure more in keeping with the developmental approach to guidance. The suggested components are as follows:

- **Structural Components**

  — **Definition.** The definition identifies the centrality of guidance within the educational process and delineates in outcome terms, the competencies individuals will possess as a result of their involvement in the program.

  — **Rationale.** The rationale discusses the importance of guidance as an equal partner in the educational process and provides reasons why individuals in our society need to acquire the competencies that will accrue to them as a result of their involvement in a comprehensive, developmental program.

  — **Assumptions.** Assumptions are principles that shape and guide the program.

- **Program Components**

  — **Guidance Curriculum.** The guidance curriculum contains the majority of K-12 guidance activities. The curriculum contains the competencies to be developed by students and the activities to assist students to achieve the competencies. It is designed to serve all students.

  — **Individual Planning.** Included in this component are guidance activities to assist students to understand and monitor their growth and development and to take action on their next steps, educationally or occupationally, with placement and follow-through assistance.

  — **Responsive Services.** This component includes such activities as crisis personal counseling, information giving, and consulting with staff and parents.

  — **System Support.** Included in this component are activities necessary to support the activities in the other three program components. Such activities as staff development, community research development, and student assessment are included.

Assess Your Current Program

This step involves generating a list of all the activities school counselors are involved in during the course of a school year. As this process unfolds it will become apparent that some activities listed as guidance activities are, in reality, school maintenance activities, not student development activities. Over the years, they may have been assigned to the guidance department for one reason or another, without much thought given to how they fit together as a guidance program. These activities become the target for displacement as the improved program is implemented.

This step also involves keeping track of staff time during randomly selected weeks of a school year. It is recommended that the four program components be used to keep track of the time. This provides the opportunity to see how time is spent currently and to project the desired amounts of time for the improved program.

Decide on Student Competencies and Guidance Activities

At this point, but often earlier, consideration is given to the learner outcomes (competencies) of the program. It is recommended that an appropriate number of student competencies (from 10 to 15) be chosen to be acquired at the end of specific blocks of time; for example, by the end of grade 6, grade 8, and grade 12. It is further recommended that the competencies focus on such topics as self-knowledge and interpersonal skills, career planning and decision making, knowledge of life roles including the work role, study skills, learning-to-learn skills, and the like. Although most of these competencies will be attended to as a part of the guidance curriculum, activities in the other program components also will help students acquire them too. Once student competencies have been identified, the next step is to choose appropriate guidance activities and resources that will aid students to acquire the competencies.

Modify Guidance Program Facilities

The facilities required by an improved guidance program are somewhat different than those required by a traditional program. More open space; space for educational, occupational, and personal-social information; space for computerized information systems; and space for small group activities is required. When and where possible a guidance resource center or career center becomes the activity center for the guidance program. Thus, if your space was designed for the more traditional program (often around a more medical/clinical model), the challenge is to change that space to a center concept, a place where students can browse, can be included in small or large group activities, and can be accommodated in an individual counseling situation.

Decide What Stays and What Goes

The improved program is not an add on to the current program. Decisions need to be made about which activities from the current program are to be displaced to make room for the desired activities of the improved program. Information gathered from the staff time analysis form the basis for making decisions. A comparison is made between time spent by counselors in the current program and what the staff feels should be spent. Those activities that do not fit are displaced. It is important to note that the decisions made about what stays and what goes are based on the assumption that counselors are working 100 percent of their time in the current program and that the improved program requires a redistribution of that time.

Develop Time/Activity Schedules

An important step at this point is the development of time and activity schedules. Here counselors lay out, on a weekly or monthly basis, what activities they are involved in. It is recommended that these schedules be distributed widely but particularly to administrators and teachers. This provides them with an indication of the guidance program and the time involvement of counselors as they carry out the program.

Initiate Staff Development and Public Relations

Often, because of new tasks involved in the improved program, the skills of the counseling staff will need to be updated. Frequently, the challenge of carrying out the guidance curriculum presents the greatest opportunity for conducting staff development. How are structured groups conducted? How are lesson plans constructed? These are the most often-asked questions. In addition, the continuing challenge of meeting the needs and crises of young people and their parents also requires staff development. Single parents, eating disorders, and substance abuse are but a few of the topics that require continued attention.

Public relations activities also should be initiated at this point. Good public relations begins with the establishment of a solid and sound guidance program. Once the establishment of the program is well underway, then various public relations activities should be initiated to inform school personnel and the community about the changes that have taken place. The advisory committee discussed previously can be a major source of public relations assistance.

Evaluate Your Improved Program

Evaluation often is considered the last step in the program improvement process. Right? Wrong! This statement is wrong because the entire program improvement process is evaluation-based. Evaluation is ongoing, providing continuous feedback during all steps of the process (formative evaluation). Evaluation is not something done only at the end of a program in order to see how it came out (summative evaluation).

This means that as the improvement process is taking place procedures are set in place to monitor and report progress. Be alert to possible unanticipated side effects. At the same time, begin establishing program standards for activities in each of the program components and the evidence that would be necessary to meet these standards. In effect, the improved program structure becomes the basis for the evaluation of the program and the counselors' roles in it. Thus counselors are not just evaluated on personality variables, they also will be evaluated based on their performance in carrying out the guidance program.

Some Final Points

It is important to remember that the guidance program structure should not be adopted without paying attention to the basic assumptions that form its foundation. For example, one assumption might be "a guidance program is developmental." Another could be "a guidance program is an integral and mainstream part of the overall educational program of the school."

In addition, a comprehensive, developmental program, by definition, leads to a guidance curriculum and structured group experiences for all students. Such a program deemphasizes administrative and clerical tasks, one-to-one counseling only, and limited accountability. Such a program is proactive rather than reactive. The counselors who staff it are expected to do more than be in their offices waiting for students to drop in. They have a guidance curriculum to implement and therefore are busy and unavailable for unrelated administrative and clerical duties. They are still expected to do personal and crisis counseling but, in addition, are developing and initiating activities for all students.

Being involved in improving a guidance program may seem overwhelming, but the rewards can be great. More pride in being a counselor often is evident. More support for guidance is generated because guidance is no longer seen as an ancillary service. Instead, it is understood as an essential partner. Most important of all, students, parents, teachers, administrators, and the community are served more effectively.

DETERMINING CAREER POSITIONS AND CAREER READINESS: A COUNSELING/CURRICULUM STRATEGY

by
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Introduction

The majority of career exploration courses tend to emphasize the learning and application of decision-making (D-M) steps, namely, the gathering of information about self (aptitude, interests, work, values, personality characteristics, and so forth) and the collection of information about the world of work (DOT, OOH, WTG, and so forth). The D-M model depicts these aspects and also highlights the importance of teaching students/clients to generate a list of career options and to examine the consequences of these options.

Although the D-M approach (usually based on psychometric data) is valuable, several major assumptions are often overlooked. First, career choices or positions (as I prefer to call them) are dichotomized primarily into "decided-undecided" choices, and other important choice factors are overlooked. Secondly, the model assumes that most students are ready to process D-M steps.

In this presentation, I will try to explain the shortcomings of overrelying on the D-M model and to suggest a more comprehensive way to conduct career exploration in a counseling or in a curriculum context.

Decision-Making Factors

Besides "decided-undecided" choices or career positions, there are two other significant factors, namely, levels or degrees of certainty and goal formulation.

In discussing career choices, Matre and Cooper (1984) describe a "decisive-indicisive" continuum. This factor is viewed as a character *trait* that reflects a level of muturational development as opposed to the *state* of being decided or the state of being undecided. In using the trait concept, I chose to translate "decisive-indecisive" as "levels of certainty" (see Career Position Matrix, appendix A). A student is asked to rate his or her degree of certainty about his or her career position. A self-rating of 0 or 1 would suggest an indecisive characterological quality about where a person might be developmentally.

A third career position factor uses the concept of goal formulation. Although goal planning is usually a part of D-M, the short- and long-range planning aspects are often not differentiated. For example, a "decided-decided" career position (position 1: completely decided) reflects a short-and long-range career commitment. An "undecided-undecided" choice (position 4, completely undecided) describes a short- and long-range state of undecidedness but not necessarily a characterological or maturational problem.

Two other career positions are possible depending on short- and long-range goals: (1) position 2: decided-undecided or tentatively decided, that is, short-range goals are decided but long-range goals are tentative and (2) position 3: undecided-decided or uncommitted decided, that is, short-range plans are undecided but a long-range plan has been made in a career area but not in a specific occupation.

In putting the D-M model together, a four-quadrant matrix inventory has been developed to measure the preceding choice factors, such as, career position, levels of certainty, and short-and long-range goal planning. The matrix, therefore, reflects maturational levels as an integral part of a D-M set.

To teach students to use the Career Position Matrix (CPM) and to identify possible career blocks, the "Case of Joe" (appendix D) and the Career Needs Inventory (CNI) (appendix B) were constructed. Joe is a prototype of an individual with a number of common developmental and decision-making problems. The Career Needs Inventory is a list of common career obstacles that could potentially interfere with one's ability to process D-M steps. The CNI is used as a talk sheet to dialogue with the student/client about career choices and directions.

Hypothetically, Joe rates himself as position 1 (decided-decided—completely decided) and at a level 3 of certainty (very decisive). On the surface, it appears that Joe is very sure about what he wants to do. On the CNI, Joe's three highest ratings (level 3: applies regularly; strong intensity) are—

- 21: I've got to succeed—if not—I would feel like a failure.
- 30: My mind is made-up—I know exactly what I want to do.
- 33: If I set my mind on it, I can do anything I want.

Joe also had several ratings at level 2 (applies somewhat; moderate intensity):

- 9: I find that I am overly influenced by significant others and it is hard to know my own mind.
- 16: I find myself fearing rejection and or success.

The preceding CNI pattern together with Joe's history reflects a common career paradox, namely, that it is possible that Joe protests too much and that his strongly pronounced decided-decided choice at a strong level of certainty (level 3), very likely reflects an opposite undecided-undecided, level 0 pattern (very indecisive). Joe, however, is not acknowledging that he has a problem and the case study indicates that he even shuns the advice of a former friend. It is unlikely that Joe would profit from further exploration of career options or additional career information about the world of work (DOT, OOH, and so forth). Joe needs personal/social counseling as an integral part of career exploration.

Readiness for Decision Making

Having described career exploration as an integration of decision-making and developmental theory, it is important to examine several developmental signs to identify maturational lags.

Super, Crites, and other "process" theorists have long emphasized readiness or maturational levels as a major career concept. Readiness for career decision-making assumes two key factors, such as, the ability to futurize (vs. immediate gratification) and the ability to be inner-directed (vs. other-directed). A student who experiences a maturational lag finds that his or her preoccupation is fixated on the past or the immediate present. If this preoccupation is intense, it can become nonproductive or even counterproductive to do systematic career planning utilizing the usual D-M steps. Second, D-M readiness also assumes a reasonable degree of being inner-directed to the point that one perceives himself or herself as being reasonably in charge of his or her life. Students who experience a maturational lag, often traumatized by situational crises (divorce, chemical abuse, death, and so forth), are excessively other-directed. As a result, these clients would view themselves as pawns being controlled by forces outside of themselves. D-M theory, however, assumes that people can, within reason, direct their own lives toward a satisfying and fulfilling career.

Self-concept and Career Readiness

If readiness for career D-M involves an ability to futurize and an ability to internalize a sense of self, then ultimately the counselor needs to facilitate ego integration. Although I do not believe self begins to crystalize, if all goes well, until the midthirties, there are some steps that can help the process of knowing, valuing, and accepting self.

To facilitate this process, it helps if a counselor can conceptualize and operationalize self-concept. There are four major components: needs, beliefs, perceptions, and expectations. I will describe the first two factors briefly in order to illustrate the final career strategy, the use of the Needs/Messages Exercise (appendix C).

Needs are learned forces. The major concept is that if needs are not optimally met, we tend to overreact (compensation principle). As listed on the Needs/Messages Exercise (N/M E), for me there are two primary needs, such as love (to be loved and to love) and choice. The secondary needs include success, belonging, and fun. Secondary needs flow out of the primary category. In reality, all needs overlap and thus a categorization is meant to provide a better focus to improve self-analysis skills.

The second self-concept component is *beliefs* (including values and attitudes). Beliefs are basic assumptions or conclusions you make about yourself (consciously or unconsciously). An overreaction to needs not reasonably met will involve some distortion in the belief system, for example, if the *need for success* has not been optimally met (Need #3 on N/M E), you may believe that you are an incompetent person and deserve to fail. The person's self-talk (convert or overt) is what I refer to as a *message* (from the clients point of view). There are many other overreaction patterns to needs not optimally met, but the counselor's search for maturational readiness will necessarily involve a close examination of needs/messages as major components of self-concept.

To assist the career counselor in this effort, the Needs/Messages Exercise can be used as a client self-rating inventory and as a talk sheet.

In the "Case of Joe," Joe gave himself level 4 ratings (strongly applies) in the following categories:

- 1: I am a very sensitive person and tend to overreact to criticism. (success need)

- 2: If I don't get a high grade, I feel terrible, like I failed. (success need)
- 4: I hate to lose; I've got to be 1. (success need)

The preceding patterns confirm, along with the CNI and Joe's history, that he is struggling to find himself against being excessively influenced by parent expectations. Developmentally (he is in his early 20s), the conflict is age appropriate, but the intensity of the conflict (loss of boyfriend, girlfriend, and job; lack of fun; depression; drinking, and so forth) strongly suggest that Joe could profit from personal/social counseling along with career counseling.

Summary

If careers are viewed as an extension of self then developmental and decision-making issues need to be integrated. I have tried to explain the rationale for this integration approach vis-a-vis decision-making factors, signs of maturational readiness, and components of self-concept. Finally, I have provided four counseling/curriculum strategies or tools (Career Position Matrix, Career Needs Inventory, Needs/Messages Exercise, and the "Case of Joe") to facilitate an integrated and comprehensive career exploration process.

REFERENCE

Matre, G.V. and Cooper, S. "Concurrent Evaluation of Career Indecision and Indecisiveness." *The Personnel and Guidance Journal* 62, no. 10 (1984): 637-639.

APPENDICES

Appendix A: Career Position Matrix

Long-range Planning

		Decided	Undecided
Short-range Planning	Decided	Position: 1 Level: 1-3	Position: 2 Level: 1-3
	Undecided	Position: 3 Level: 1-3	Position: 4 Level: 1-3

Levels of Certainty

0 = indecisive
1 = mild degree of certainty (or somewhat indecisive)
2 = moderate degree of certainty (or somewhat decisive)
3 = strong degree of certainty (or very decisive)

Position 1: Decided-Decided (completely decided)

I've definitely decided what I want to do—my mind is absolutely made up; I don't need further input or exploration.

Position 2: Decided-Undecided (tentatively decided)

I've decided what I want to do, but later on, who knows? I need some back-up plans just in case things don't work out. I don't want to put all the apples in the same basket.

Position 3: Undecided-decided (uncommitted decided)

I'm basically undecided about my specific occupation/career, but I'd like to work in some area of business.

Position 4: Undecided-Undecided (completely undecided)

I'm definitely undecided about my career, and I don't have the vaguest idea of what I want to do.

NOTE: There is no *correct* career position. This exercise and the course help you identify and clarify your career position, understand the career implications of your position, and, if you desire, learn how to move into a different career position.

Examples of Career Positions

Position 4: Undecided—Undecided

"Case of Steve"

I don't know what to do. My parents say "white," my friends say "black," and I think "gray." It seems as though any decisions I make will hurt someone I care for, and yes, I know we've talked about making up my own mind. When I talk with you I think I know what I want, but when I talk to my father his advice seems better than my judgement, and when I talk to my friends their advice seems equally valid. I just don't know what I want anymore.

"Case of Marge"

For as long as I can remember, graduating from college was the goal. It's funny that no one ever encouraged me to think beyond college, and it never occurred to me to think about what it was that I was going to do with the rest of my life. I guess I could graduate and find a menial job to put food on the table, but that wouldn't satisfy the need I feel to do something more with my life. I've applied to graduate school primarily because I didn't know what else to do or have anywhere else to go. But if I don't get the assistantship I've applied for, I can't afford to go, and with all the budget cuts, things don't look very promising. You know, I'm 21 and feel like I should already know what it is I want to do. At times, I find it difficult to justify going to graduate school because I'll probably never find a job with the job market the way it is, and even if I do, the pay will be about what I could make at any menial job doing practically nothing. Ah, the money isn't even really that important, I just wish I could find something I would really enjoy doing for the rest of my life.

"Case of Andrew"

I don't know why I have to take this course. I already know what I want to do—this work is just a lot of rubbish. I've known what I wanted to do since I was a kid. More red tape! No one is going to convince me to change my mind—no test, no inventory, no field experiences, no instructor. Don't you understand? I'm committed, firm, decided. I wish you folks would get off my case. Results from these self-assessment inventories are more confusing than helpful. None of this feedback fits what I've decided to do. Where did these inventories come from—none of this is valid.

Career Positions and Career Needs Exercises

Exercise I

1. What is your current career position and how certain do you feel about this position? (Example: Position 4, level 3)

2. Is your current career position and degree of certainty *desirable* or *undesirable*? (Check your answer).

	Desirable	Undesirable
a. My career position	_____	_____
b. My degree of certainty	_____	_____

3. Upon completion of this course or in the near future, what *career position* and *degree of certainty* would be desirable for you?

   Example: "I would like to be in position 2, at least to a moderate degree (2) of certainty.

Exercise II

Review your Career Needs Inventory handout. In the "Case of Steve," the "Case of Marge," the "Case of Andrew," and the "Case of Joe," (separate handout), which career needs (use numbers like 2, 4, 5) seem to apply most? Explain.

a. "Case of Steve":

b. "Case of Marge":

c. "Case of Andrew":

d. "Case of Joe":

Appendix B: Career Needs Inventory

This inventory is meant as a means to help you identify, sort out, and clarify specific career needs.

Part I. Inventory

Rate each statement: 1 = Doesn't apply or rarely applies
2 = Applies somewhat; moderate intensity
3 = Applies regularly; strong intensity

1. ____ I am involved in one or more "boxes of life" (relationship, learning, working, fun), and I have all I can do just concentrating on the present set of circumstances.

2. ____ I don't have any *clearly developed* back-up plans should my career area not work out.

3. ____ It is hard for me to form career goals.

4. ____ I tend to over- or under-estimate (circle what applies) myself—my potential.

5. ____ I have not *systematically* planned my career. I just hope something will work out.

6. ____ I haven't the vaguest idea of what I want to do with my life.

7. ____ There is a lack of career *information* I need to have.

8. ____ There is a lack of *self-assessment* information I need to have.
   - ____ a. my *career interests*
   - ____ b. my *abilities* as they relate to my career area(s)
   - ____ c. my personal *needs* as they relate to career choice
   - ____ d. my beliefs (self-messages), values, and attitudes as they relate to career choice
   - ____ e. my personality characteristics as they relate to career choice

9. ____ I find that I am overly influenced by significant others and it is hard to know my own mind.

10. ____ There are physical appearances and/or capabilities that I think might limit my career choosing.

11. ____ There are family pressures that interfere with my feeling free to seek my own way in developing my career plans.

12. ____ There are peer pressures that interfere with my feeling free to seek my own way in developing *my* career plans.

13. ____ I think I may have inaccurate or distorted information regarding my career plans.

14. ____ I tend to live too much in the past.

15. ____ I find myself fearing rejection from others.

16. _____ I find myself fearing failure and/or success.

17. _____ I don't believe (trust) in myself sufficiently.

18. _____ I tend to procrastinate.

19. _____ I don't have clear plans for my future career.

20. _____ In developing career plans, my *principal* goal is money and the pleasures, power, or material things money can bring.

21. _____ I've got to succeed—if not—I would feel like a failure.

22. _____ I overdo the parties—the social life.

23. _____ It is hard for me to concentrate.

24. _____ I have too many things that I would like to do. It is hard for me to set priorities.

25. _____ I'm always tired.

26. _____ I prefer not to work in a structured, systematic way.

27. _____ I feel "burnt out."

28. _____ Medication for physical problems is interfering with my ability to plan and decide.

29. _____ Success means winning—I hate to lose.

30. _____ My mind is made up—I know exactly what I want to do.

31. _____ What I did in the past (academic and/or behavior) limits what I might choose to do.

32. _____ There are discrepancies between what my interests are and what I feel I am capable of doing.

33. _____ If I set my mind on it, I can do anything I want.

34. _____ What my peers think about me—how they respect me—is a most important need of mine.

35. _____ I am very sensitive to criticism.

36. _____ I haven't thought about what I am going to do for the rest of my life.

37. _____ I find myself worrying too much about problems or potential problems.

38. _____ I feel great pressure between my personal goals and my career goals.

39. _____ Got to make the right decision and I'm afraid that I might fail. as a result, I procrastinate and don't plan.

40. ____ I need to get away from the pressure of making career plans.

41. ____ Since my mind is made up, I don't want to hear anymore—it makes me more anxious and confused.

42. ____ Other (write in if applicable):

Part II: Application

1. List the three career needs (by number) that most concern you: _____ ; _____ ; _____

2. What career implications do these career needs have for you?

3. What specific and concrete steps could you take and be willing to take to start to resolve these concerns?

Appendix C: Needs/Messages Exercise

Basic Needs

1. Love/recognition vs. rejection or being ignored
2. Choice/freedom vs. being controlled
3. Success/achievement vs. failure
4. Belongingness vs. alienation
5. Fun vs. workaholic

Instructions

Rate how each statement (message) applies to you: (1) = Doesn't apply; (2) = Mildly applies; (3) = Moderately applies; (4) = Strongly applies.

Secondly, each message implies a *"Need(s)"* that may not be reasonably well met. Write in the need(s) that seems to fit best to statement.

_____ 1. I am a very sensitive person and tend to overreact to criticism.
Possible need: _____

_____ 2. If I don't get a high grade, I feel terrible, like I failed.
Possible need: _____

_____ 3. Its important to have friends around me; I hate to be alone.
Possible need: _____

_____ 4 I hate to lose; I've got to win—to be #1.
Possible need: _____

_____ 5. It's hard for me to speak comfortably before authority figures and/or in front of strangers.
Possible need: _____

_____ 6. I don't like being told what to do; I prefer being my own boss.
Possible need: _____

_____ 7. I find it hard to make decisions and/or to set goals.
Possible need: _____

_____ 8. If someone is upset, it's like I hurt them and it's my fault.
Possible need: _____

_____ 9. I do not tolerate inefficiency.
Possible need: _____

_____ 10. In my career, I've got to prove I'm somebody.
Possible need: _____

_____ 11. I've got to be on time—God help the person who's not.
Possible need: _____

____ 12. I expect a lot of myself, and I guess I expect a lot out of others.
Possible need: _____

____ 13. Whatever job I get—I don't want to be pushed around.
Possible need: _____

____ 14. If necessary, I work 7 days a week to get the job done!
Possible need: _____

____ 15. Whatever job I get, I have to be with people or have people around me.
Possible need: _____

____ 16. I worry a great deal when things go wrong.
Possible need: _____

____ 17. I've got to be happy at all times and keep my problems to myself.
Possible need: _____

____ 18. It's important not to get people angry; I've got to keep the peace.
Possible need: _____

____ 19. If I cry or show strong feelings, it means I've lost control.
Possible need: _____

____ 20. Write in your message if preceding statements did not apply or if the statements were not sufficiently accurate.

Part II

1. List the three messages (by number) that bug you the most. These messages may not necessarily be the one with a 4 rating—strongly applies.

2. What are the career implications of these three messages and needs to you?

3. Rewrite the three messages that you selected into a more helpful form for you.

   a. Message # ____:

   b. Message # ____:

   c. Message # ____:

Appendix D: "The Story of Joe"

Joe is a junior at CSU, the middle child in a family of three. He has always viewed his older sister Sue (by 4 years) as the favorite, "Cinderella." She is now a lawyer and working for a large corporation. She graduated with honors. Joe's parents never let him forget how successful his sister has been. Joe has a younger (7 years) "baby brother," Mike. Joe feels that Mike has been catered to and given lots of TLC. Unfortunately, Joe feels "squeezed out" in the family dynamics. He can never do enough to please his Dad, no matter how hard he tries. His mother favors Sue and Mike, so he is left in the cold. Joe's mom and dad never went to college but put a major emphasis on education. Joe remembers their constant and never-ending lectures (like tape recorded messages): "Get a good education"; "Make something of yourself"; "Look at what a great job Sue has done"; "Why can't you be motivated like her?" "We had to scrape for everything and what do we have?" "Don't let it happen to you"; "Education and hard work—that's the key."

Joe has had visions of becoming a doctor. This way, he would please dad; show him he could amount to something, be somebody. His high school GPA was 2.5. He went to CSU, took a premed background, and worked part-time. His current GPA is 2.8. He studies hard weekdays and weekends. In his mind, Joe must prove himself to be number one; he can't fail—he dare not fail. One of his friends suggested that he take a less rigorous academic program. Joe was greatly upset with this advice and refused to talk to his "former" friend.

Recently Joe got involved with a girlfriend, Barbara. Barb is like Joe's mother—very quiet, nonassertive and accommodating. Joe is like his father—very sarcastic, prone to temper-tantrums, critical and demanding. Joe and Barb decide to live together, but his long hours at work and at his studies caused great friction in the relationship. Barb used to be available at Joe's every call. Now she's tired of always "giving" and wants her share of TLC. She finally split with Joe.

Joe becomes depressed and started drinking heavily. His studies went downhill and soon he was on probation. Recently, he was told that he would be laid off from his job for no apparent reason; however, Joe hears, via the grapevine, that his boss thinks he's too insensitive.

Eventually Joe sees a career counselor to ask for help in selecting a "good medical school." The counselor initially administered the Career Position Matrix (CPM), the Career Needs Inventory (CNI) and the Needs/Messages Exercise (N/ME).

On the *CPM* Joe rated himself as a Decided-Decided, level 3 (completely decided and very certain). On the *CNI*, Joe's three highest ratings level 3 (applies regularly and with strong intensity) are—

- 21: I've got to succeed—if not I would feel like a failure.
- 30: My mind is made-up, I know exactly what I want to do.
- 33: If I set my mind on it, I can do anything.

Joe also had several ratings at level 2 (applies somewhat; moderate intensity):

- 9: I find that I am overly influenced by significant others, and it is hard to know my own mind.
- 16: I find myself fearing rejection and/or success.

Finally, on the *N/ME*, the three messages that bugged Joe the most at level 4 (strongly applies) were—

- 1: I am a very sensitive person and tend to over-react to criticism. (success need)
- 2: If I don't get a high grade I feel terrible, Like I failed. (success need)
- 4: I hate to lose; I've got to be #1. (success need)

Write out your responses to the following questions:

1. Reviewing Joe's CPM, CNI and NM/E, what observations about Joe would you make?

2. What "boxes" of life (see CNI, #1) seem out-of-balance for Joe?

3. What background factors seemed to influence Joe's present career choice?

4. Rewrite Joe's three nonhelpful messages into helpful ones.

   a.

   b.

   c.

5. Regarding Joe's career plans, what steps might he take?

VOCATIONAL ASSESSMENT FOR SPECIAL NEEDS STUDENTS

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Introduction

Historically, secondary school counselors have provided most of the support services to vocational education programs. These services have included individual vocational appraisal, career counseling, and consultation. In response to these demands, both counselor educators and practicing counselors have attempted to improve the quality of vocational services offered to secondary school-age students.

Concern has been expressed regarding the adequacy of counselors in addressing the occupational needs of all secondary school-age students. Vocational and general educators alike have pointed to weaknesses in counseling services provided to handicapped students. The literature in vocational education is replete with references citing the dramatic need for diagnostic services to assist in the identification and placement of exceptional students. There is also great need for revision of traditional vocational curricula, for vocational teacher inservice and preservice education, and for consultation services regarding instructional and behavior management techniques for assisting handicapped students. In the past, these weaknesses existed partly because the majority of secondary school counselors were not provided with adequate preservice training for effectively assisting youth with special learning needs. Today the need for training is critical because support staff members are being required by law to work with such students within their regular classrooms as well as in special vocational courses for the more severely handicapped.

This paper will provide a rationale for and description of career assessment strategies appropriate for use with secondary age handicapped students. Techniques discussed include career-oriented interviews, observations, and instruments for testing.

Audience

The principles and practices presented can appropriately be utilized by school psychologists; middle, secondary, and postsecondary school counselors; and vocational rehabilitation personnel. Special and regular education teachers whose classroom instruction incorporates career education practices would also employ these procedures.

Focus

This paper focuses on the following:

- Vocational education and the handicapped

- The need for appropriate vocational assessment of the handicapped
- Assessment techniques for the handicapped
  - Observation
  - Interview
  - Formal assessment instruments
    - Intelligence
    - Achievement
    - Interest
    - Aptitude
    - Interpersonal
- Use of assessment data
- Use of the Wide Range Interest Opinion Test

Materials and Equipment Needed

The following materials and equipment are recommended:

- Interests tests
  - Kuder General Interest Inventory (Kuder 1972)
  - Strong Campbell Interest Inventory (Strong and Campbell)
  - Wide Range Interest Opinion Test (Jastak and Jastak)
  - Reading-Free Vocational Interest Inventory (Becker 1975)
- Career development inventory (Super et al. 1979)
- Aptitude measures
  - Differential Aptitude Tests (Bennett 1974)
  - General Aptitude Test Battery (GATB) (U.S. Employment Office 1980)
  - Non-Verbal Reading Aptitude Test Battery (U.S. Employment Office 1980)
- Vocational adjustment instruments
  - Program for Assessing Youth Employment Skills (PAYES) (1979)
  - Social and Prevocational Information Battery (Halpern et al., 1975)
  - AAMD Adaptive Behavior Scale
  - McCarron-Dial Work Evaluation System
  - San Francisco Vocational Competency Scale
- Computer link with different scoring systems

Outcomes

Use of appropriate assessment techniques should help school counselors determine the adaptive skills, career interests, aptitudes, readiness, goals, and expectations of less-sophisticated and/or nonreading handicapped adolescents. Such information can in turn be used to help students evolve improved self-awareness, career awareness, career maturity, and decision-making skills. Realistic vocational plans involving the students' personal development, counseling, and vocational training programs and entry job placement can subsequently be arrived at.

Transferability to Counselor Education

If it is important for counselors to capably work with handicapped populations, then it follows they will need pre- and inservice training and practice in appropriate career appraisal techniques. Counselors and vocational and special education trainers are in an ideal position to work cooperatively in supplying aspiring and practicing school counselors with both survey and advanced course work regarding characteristics of the handicapped, education of the handicapped, and counseling procedures appropriate for the handicapped. Such knowledge could be included in separate course work and/or integrated into existing courses, such as tests and measurements, counseling, and testing practicum. A cooperative teaching effort by these three specialty areas will frequently be necessary due to the fact that many counselor educators know little regarding the nature of handicapped students.

Summary

Practicing counselors and counselor educators alike are beginning to see the need for improved and appropriate career counseling and education for the handicapped. Now more than ever, handicapped adolescents are enrolling and staying in secondary school settings. These students, more than most, need relevant and effective personal/career counseling and vocational education. Accurate and comprehensive career test data can provide both counselors and vocational educators with information useful in providing handicapped students with a stimulating and useful education.

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PLACEMENT AND RECRUITMENT

Robb Hauck, Knox County JVS
David Myers, Vantage JVS

There is an abundance of theoretical data that addresses the concept of vocational education in the mainstream of public education. But theory and reality sometimes do not mesh in the eyes of the receiver, and this presentation attempts to present a very "real" picture about vocational education in Ohio. It is organized in six specific topics: overview/introduction, orientation and recruitment, enrollment and acceptance, job placement, counselor trainee needs, and a summary.

As a means of introduction the following points are briefly discussed:

- The importance of vocational education to the educational process
- Myths held by the general public about vocational education and the students who elect to attend vocational programs
- The question whether students were being cheated by not receiving adequate support for considering voc ed

In Ohio, approximately 98 percent of all high school students have access to vocational education opportunities; currently some 55 percent of all high school students are enrolled in vocational programs; approximately 15 percent of all vocational students elect to attend college after high school graduation; and the notion that only dumb, drugged out, and misfit personalities attend vocational classes is one of the greatest myths about vocational education.

As a means of explaining the orientation/recruitment process, more and more specific marketing strategies are being developed with greater regard for the professional touch. Whereas slide/tape presentations were almost always locally developed and produced, more and more vocational schools are now turning to marketing agencies to create a visual image that will help to intensify the recruiting effort and relay an image that overcomes many of the negtive stereotypings that exist. Nontraditional role models are also being introduced to encourage more nontraditional enrollments in ALL programs.

In addition to the slide programs, many new and creative brochures, handouts, mailers, flyers, tabloids, and so forth, are being developed as a part of the marketing efforts. In most instances they are being directed to those people who are nearing the decision as to whether or not they will attend a vocational program. Such efforts are common in many comprehensive high schools in Ohio.

Specific presentations shown to the participants included:

- An eighth grade career emphasis program urges youngsters to consider which boat they will elect to board as they chart their path for life.

- "Vocational Education: Is It For You?" is a commercially produced film that is frequently used in ninth grade classrooms as a specific introduction to vocational education. The film also places a good deal of emphasis on nontraditional role models.

- As sophomores, students must seriously consider their options. Will they elect a voc ed course for the following year, or will they remain in a general curriculum? The 10th grade programs are very direct in introducing students to programs that are offered, as well as giving them a more accurate picture of the other opportunities available (clubs, groups, special events, and so forth). These programs are used to encourage students to visit the school for a hands-on visitation experience.

The enrollment and acceptance process employed throughout the state is generally the same from district to district. Although local options may add a few wrinkles not found elsewhere, they are generally carried out in a similar manner. Topics include the time frame followed, the need to work with special students (handicapped, for example), the specifics of how visitations are organized at the JVS, conducting the IEP meetings, completing required assessments, and the collection of all pertinent data.

A problem that is always enjoyed by vocational educators is that of oversubscribed programs; more applicants than the programs can accommodate. In this area of administering a recruitment program, there is much difference from district to district. Some very simple and sophisticated procedures prevail. It is probably safe to say, though, that every effort is made to strengthen the program by selecting those who have the most desire, who have proven their interest in their schooling, and who show the greatest promise to succeed.

Job placement takes place for many vocational students even before the conclusion of their junior year. It is not unusual to find students who are employed by local industry after the school bell rings at 3:00 p.m. In reality, job placement doesn't take place until the last half of the student's senior year when advanced placement programs allow students to spend their normal laboratory time in industry in a paid position of employment closely related to their trade. All schools have set requirements that take into account a student's class standing, attendance, and the teacher's permission to participate in advanced placement. This aspect of vocational training is a definite plus for students who attend. It alone is probably one of the major reasons that approximately 9 out of every 10 vocational graduates find job employment after graduation.

In many vocational schools, there are specific efforts made to better prepare students for the world of work. Whether a part of their academic class work, their trade instructor's efforts, or as a part of the guidance program, students are generally introduced to job units that discuss how to find a job, how to interview, how to apply, and how to hold onto a job.

The final area deals with the importance of curricula addressing specific areas that currently affect school guidance programs. Suggestions include the following:

- More group work experiences, specifically in the areas of alcohol/drug intervention programs

- More training in individual and group work dealing with building student self-esteem

- More opportunity to know the laws and their effect upon working in the schools with special needs

- Learning the procedures and differences of college admission and financial aids
- Developing creative means for exploring career path alternatives and opportunities

In addition to these specific areas, it is further suggested that counselors be better prepared in public speaking. Our success in the eyes of the public greatly depends upon our ability to articulate what we are all about and that in turn results in acceptance and the continuation of our programs. Too many counselors seem to lack this ability.

Finally, it is evident that many counselors cling to the image that being school counselors means that we solve student problems or at least help them work them out. But it is unfortunately much more than that. It is paperwork, reports, meetings, and much, much more. It is as much an organizational and administrative responsibility as many other positions in the staff of a school. The ability to organize is critical to counselors if they really hope to achieve what their original aim has been—helping students.

In conclusion, it is suggested that you read the chapter entitled "Dennis Is a Genius with Bicycles" from *Smart Dads I Know* by Charlie Shedd. This chapter is what vocational education is all about and what high school counselors should consider as they discuss options with students. In short, we are all unique individuals in ourselves, just waiting to make our unique contributions to this world.

Chapter 4

Career Development: Legislative and Funding Perspectives

IMPLICATIONS OF OHIO'S COUNSELOR/S.W. LICENSURE LAW FOR COUNSELOR EDUCATION

William E. Nemec
The University of Akron

1. Meaning and value of a master's and Ph.D. in counseling has changed significantly with licensure.

   - M.A. in counseling is no longer a stepsister to an M.S.W.

   - Ph.D. in psychology is no longer the only avenue to private practice particularly those that have clinical package

2. I see an increase in Ph.D. enrollment and/or ed. specialist enrollment in graduate courses for continuing ed.

3. Counselor educators need to support and get behind efforts toward third party payments.

4. What about programs with less than 60 hours? - If they want to tell their grads that their program meets the educational qualifications for licensure they better upgrade their program. An alternative would be to have only an M.A. leading to school counselor certification or having different requirements for school/non-school settings. However, you would then be going contrary to C.A.C.R.E.P. standards.

5. The degree required for licensure must be a degree in counseling. There is no provision for a degree in a closely related field.

6. For licensure purposes, counselor education is considered a clinical setting - Licensed psychologists will also have to fill out applications and document experience.

7. Must counselor educators be licensed? - Legally probably not, professionally, I would have a hard time looking in the mirror if I were part of a counselor education faculty preparing people to eventually becomed licensed professional counselors and were not licensed myself.

8. What will constitute acceptable course work for the clinical endorsement? - The board is still working on this, but an interdisciplinary approach is being taken. All coursework will not have to be in psychology.

HELPING COUNSELORS ACCESS THE LEGISLATIVE PROCESS

by Delina R. Hickey

As a counselor educator and former state legislator, I realized the need to acquaint soon-to-be counselors and small agency executive directors with the political process to enable them to be as effective as possible in their new roles. In order to achieve this goal, I designed a 15-hour, weekend, one credit graduate course entitled "Understanding the Political Process." The development of this workshop was based on two assumptions:

- Students taking this one-credit, 15-hour, weekend course had little or no direct experience with the legislative process.
- Students electing this course wanted to become better acquainted with the political process.

The following materials are recommended for this course:

- Video equipment for recording and playback
- Copy of state legislation that has not been acted on
- Identifying cards—3 × 5 cards with a place for name, bill number, position on bill (pro or con), and summary comments
- List of basic legislative terms
- Guest presenters (optional)—executive director or local social service agency who has been or is an effective lobbyist

Summary of Course

The initial class meeting was from 6:00-10:00 p.m. on a Friday. The students took the Personal Inventory which asks the specific questions regarding their legislative experience. When that was completed, all the students in the room introduced themselves and discussed their experiences with the political process.

After a presentation of the legislative process, a question-and-answer period followed to ensure that all major points were understood. Next, copies of the legislation and a list of terminology used by the legislature were distributed. You might wish to break up into small groups of five to six people for open-ended discussion of this material. If so, the instructor needs to join each group briefly to get an idea of what is being discussed and to help clarify issues. The remaining time was spent reading and discussing "Rules for Working with Public Officials." (Erpenbach, Jones, and Phillips-Jones 1985.) An example of one rule is "be a good opponent. Fight issues—not persons" (page 21).

Finally, the evening's activities were summarized and students were asked to volunteer for specific roles for a role playing activity scheduled for the next morning. (A chair and vice-chair of the committee [education or health and human services], clerk, committee members, and individuals to testify for or against the bill were needed.)

For the next day's session, video equipment was set up and the furniture arranged in committee style. A microphone was set up on the table where the testimony was to be taken. Since everyone in the class was assigned a role the evening before, the activity started on time. Students were reminded that legislative protocol, outlined on page 20 of the book was to be observed.

Each person testifying presented his or her card. Testimony was brief—5-6 minutes. The committee members asked questions of the individuals testifying.

A natural breaking point occurred when all testimony had been taken. After the break, the committee went into executive session, at which time discussion of the pros and cons of the bill took place. (If the committee doesn't bring it up, the instructor needs to suggest that the committee consider the cost factor implications on the state budget.) Once discussion was completed, the clerk called the role and asked for a verbal vote from each committee member. A final disposition of the bill was announced. A brief discussion of initial impressions of the experience followed, as well as a viewing of the videotape. (Discuss videotape both in terms of process and content. Ask the committee members to indicate if they can explain why they voted the way they did.)

After a brief break, the guest presenter, an administrator from a social service agency (or a lobbyist) addressed the issue of funding. Specifically, he discussed the steps he goes through to prepare to testify before a committee. He discussed what approaches seemed most effective when dealing with the legislature and what approaches are least effective. A question-and-answer period followed.

Each student in the class was required to write a specific action plan on how he/she was going to become more involved with the political process. In addition, each student was asked to sign a copy of the Legislative/Political Action Performance Contract (page 237 Bell & Howell module). Copies of these materials were made and the originals returned to the students.

Finally, a summary of the workshop was followed by an evaluation.

Comments and Conclusions

Students rated the course as excellent. They especially liked role playing the committee hearing. They claimed they gained confidence from that experience and are now more willing to appear before a committee. They also appreciated the comments made by the guest speaker.

My direct political experience put me at ease with the subject; however, any interested counselor educator with some assistance from a state legislator or lobbyist, by using the Bell and Howell *Influence Legislation* (Erpenbach, et. al 1985), and by following the outline below can successfully present this workshop.

REFERENCE

Erpenbach, W.; Jones, G.; and Phillip-Jones, L. *Influence Legislation*. Wooster, Ohio: Bell & Howell, 1985.

SCHEDULE FOR WEEKEND COURSE
UNDERSTANDING THE POLITICAL PROCESS

Friday Evening (5:00 p.m.-10:00 p.m.)

5:00-6:00	Complete inventory in Bell and Howell Module *Influence Legislation*. Make introductions
6:00-6:45	Overview the state political system or use Bell & Howell module's California's Case Study
6:45-7:30	Dinner-informal discussions, review text
7:30-8:30	Distribute copies of bill and the list of legislative terms—Break up into small groups for discussion
8:30-8:45	Break
8:45-9:15	Present and discuss "Rules for Working with Public Officials" from Bell and Howell's *Influence Legislation* module
9:15-9:30	Summarize evening's activities
9:30-10:00	Choose roles for role playing of hearing committee for the next day

Saturday (8:00 a.m.-4:00 p.m.)

8:00-9:15	Role play hearing committee on bill (videotape the session)
9:15-9:30	Break
9:30-10:00	Role play committee executive session of bill
10:00-10:15	Vote on bill
10:15-10:45	Discuss the role playing experience
10:45-12:00	View videotape of the hearing committee
12:00-1:00	Lunch
1:00-2:00	Discuss and react to videotape
2:00-2:15	Break
2:15-3:00	Introduce local administrator or lobbyist who will speak on effective methods to achieve funding (videotape for later use)
3:00-3:20	Hold question-and-answer period with presenter
3:20-3:40	Complete action plans and political action performance contract
3:40-4:00	Summarize and evaluate workshop

GETTING INVOLVED IN THE LEGISLATIVE PROCESS

Gene Bottoms

School counselors need encouragement and preparation if they are to get involved in the legislative process. Working with state and national elected officials is foreign and repugnant to many school counselors. For most of us it is easier to leave the justification for our existence to someone else. The school counselor's lack of confidence, knowledge of the issues, and know-how in making the case to policymakers are the obstacles that prevent most from getting involved. These obstacles can be overcome through special workshops or units planned as part of a course.

As a beginning effort, educational experiences should be planned to help school counselors master the following five objectives:

First, have school counselors become conversant with the issues concerning their field. They should be required to keep a notebook of issues and the implications the issues have for the practicing school counselors. Issues should be gleaned from class discussion, assigned readings, speakers, and required interviews with state and local policymakers. As a minimum, every individual should be required to appear before a class panel and make a case orally for an annual budget for a school guidance program or for maintaining a school guidance program. It is basic that school counselors be able to justify their existence, for if they cannot, who will do it for them?

Second, school counselors should develop the knowledge and confidence needed to communicate with congressional staffs and with members of their state legislatures. School counselors need to understand a basic rule: It is easier to ask an elected official for assistance if you were first willing to help them. As part of the workshop or course, counselors should assist in their congressperson's or state legislator's campaign by handing out brochures, hosting coffees for the candidate to meet their friends, volunteering to make calls on their behalf, or making a small financial contribution.

A part of the class exercise should include having counselors role play a meeting with their congressperson concerning a contemporary issue. Each school counselor should be required to visit his or her congressperson's local district office and to write to the congressperson concerning a current issue. School counselors should be urged to do their homework by presenting facts that back up their position. They should be warned that policymakers respect those who are accurate, fair, and prepared.

Third, have counselors become involved in the legislative network of their state and national associations. Most state and national associations have either a formal or informal network of persons concerned with legislative issues. Find out the keeper of the network and encourage counselors to become involved. Most associations even have a weekly or monthly newsletter that is used to keep network members up-to-date. These briefings should become a part of the standard readings required of workshop participants.

Fourth, familiarize counselors with the power of volunteer associations. Associations are uniquely American for they have been and remain the means through which common folks with

like concerns can combine their strength and off set the power and influence of the few who are rich and powerful. It is easy for one to say that one person's efforts won't make any difference. Counselors especially need to see how the combined efforts of many like themselves can make a difference, for it is through professional associations that the efforts of many can be orchestrated toward a single objective. Have counselors do case studies of incidents where associations have prevailed for the common good. Professional associations have been a major instrument for preserving democracy and for pursuing initiatives that provide benefits for the common good. It is through associations that groups can form coalitions with other groups who have similar concerns. Although associations often react to legislation that is being proposed, they also have the potential and often do propose legislative actions. The existence of effective associations is dependent upon members and individuals who care enough about their field to be willing to pay dues and participate actively if their voices are to be heard in a collective and powerful way. A requirement for the course or workshop should be that participants become members of an appropriate professional association.

Fifth, counselors should be helped to understand the power of numbers. Not all school counselors will be turned on to the pursuit of legislative issues. However, in each class you will find a few who will be motivated to become informed about issues. They have an obligation to enlist the less active at crucial times for communicating an association's concerns to either a state or congressional office. Timing is important in the pursuit of any issue. Volumes of letters and calls are vital when you are trying to educate policymakers to the genuineness of your concerns. Sometimes the few with sustaining interest in policy issues will assume that their voices alone are enough to convince a legislative body of the widespread concern and support that exists for a given initiative. When there are competing voices, legislative bodies want to know that the position is one that is broadly supported by grass roots. One workshop activity would be to have each participant get five other persons to write letters to his or her congressperson in behalf of a given position.

In summary, through courses and informal workshops, it is possible to develop the know-how, confidence, and knowledge of school counselors concerning ways to impact public policies. The more counselors who are comfortable with policy issues and who are willing to participate, the greater the potential of public support for quality school counseling programs.

IN SEARCH OF EXTERNAL RESOURCES: TOWARD GUIDANCE PROGRAM IMPROVEMENT

Harry N. Drier

Ask any guidance program manager and he or she will admit that he or she needs more help, equipment, time, training, materials, financial resources, support staff, administrative support, stronger guidance policies, improved state guidance legislation, to mention but a few things. Many of these same guidance program managers feel helpless or at least constrained to correct their current situation. They might suggest that they are not in organizational decision-making positions, that organizational policy on guidance is not strong, that past experience suggests guidance is a secondary priority, and worse still, that they don't know where to begin, whom to work with, and what methods are best for change or improvement.

The solution isn't just more federal and state legislation and writing more proposals. The solution is assuming the posture that program managers can cause change, can find new funding, and can identify ways of getting needed staff, materials, and support. Let's call this positive thinking counselor an entrepreneur or an organizational developer. Such a positive acting leader would have the following characteristics:

- Believes there are monies available
- Believes there are resolutions to problems and needs
- Understands the power structure in the community and how to utilize them
- Has strong data to demonstrate needs
- Has developed creative solutions for problems
- Is well known in the community and is viewed as credible
- Has an operational relationship with a network of groups, agencies, and individuals
- Doesn't mind spending extra time and energy to achieve goals
- Is informed about legislation, volunteer organizations, and state, federal, and local funding sources (e.g., JTPA, foundations, Carl Perkins Act)

In addition, a successful guidance entrepreneur usually holds these values:

- Funding sources don't come to you without work.
- Much of resource development is human relations.
- State and federal legislation usually could be used externally for program improvement.

- Any individual can affect change if he or she is patient and skillful.
- A person seeking help needs to know the needs and values of funders.
- Market your successes and build from them to get a sense of the needs being fulfilled.
- Your clients are your sales team so stay close to them. Remember, satisfied customers buy repeatedly and often invest in the company.
- Have a small library of proposals ready for a funding opportunity that might show up without notice.
- Make opportunities by floating proposal balloons. Often the first ones to the resource claim it for themselves.
- Empirical effects data win debates and funding competition.

Beyond these entrepreneurial characteristics and values are a set of principles that need to be considered for successful resource development:

- If what you do or what you'd like to do is attractive enough, funding suitors will seek you out. Be constantly visible and active in your specialized field.
- If you understand client needs better than the sponsor, the sponsor will want a relationship.
- Don't become totally dependent or reliant on any one funding source. Just one loss may put you out of business.
- Develop a Hershey candy bar marketing approach. If it's good, consumers market the product. Satisfied buyers always return for more.
- Never be caught without a resolution. Carry proposal drafts around as you look for an agency with a problem and money.
- Develop your support base. Who in the community/profession could provide you support letters or a testimony on a minute's notice (e.g., the mayor, a legislator, university president, a professional association)?
- Become an expert in identifying implicit opportunities as well as those that are explicitly communicated by sponsors.
- Know who you are and what it is you do for whom. Decide who cares and develop a close relationship.

Using the System

Funders, regardless of type, are in the business of giving money away—not throwing it away. All funding pools have some guidelines for expenditure—from highly specific categories of funding for key groups or recipients to vague ideas of value that may lurk in the minds of those making

the decisions. Success in acquiring funding requires that you convince the source that (1) what you propose to do with the funds meets all of their guidelines, and (2) you can do what you propose successfully with some significant and visible achievement.

Selecting the Best Funding Sources to Pursue

It is not always possible to know the best sources of funds in advance. No one guesses right all the time. Your goal should be to get as much information as you can so that you reduce the amount of guessing that you do. You should plan to spend as much time becoming familiar with the sources and selecting those that best suit your needs as the time you will spend actually preparing your funding proposal.

Federal funds are expended primarily through state agencies that have their own special criteria and funding patterns. For this information, you must go directly to those in your state or community who are responsible for the expenditure of these funds.

For state and local governmental funds, the same thing is true. It may seem reasonable that, given the guidelines of the law and the needs in the community, funds should be expended in a particular way. There is no guarantee that those who are actually making decisions on the expenditure will agree. Direct information from the source is necessary.

Foundations list their focus in available foundation directories that can be found in any library; however, this is often subject to considerable leeway in interpretation. It is also possible that there will be a change in direction of emphasis, or one coming in the near future.

Local sources tend to be much more what you make of them. To the extent that the impact of what you propose will be felt locally, local sources are more likely to be responsive to your requests. There is no substitute for personal contact with those you may wish to solicit.

One of the most useful ways to evaluate sources is to evaluate those things for which you seek funding.

- Do your needs constitute a neat integrated package or are there several independent pieces?
- What is the total cost of what you seek?
- What things constitute one-time expenses? What things constitute continuing expenses?
- Are there items that have obvious appeal to a particular source (for example, a computer that might provide some excellent advertising for a local computer company, a set of materials that would be particularly relevant to employment in a local business, a private consultation space that might appeal to a retired psychiatrist who would like a personal plaque on the door, a minority target group that a particular federal law or foundation targets)?
- Could the proposal be done in stages where a small initial grant can be used to prove worthiness and thus enable credible pursuit of additional funds later?
- Might several sources of support be appropriate—using the support of one as leverage to gain the support of others?

Generally, smaller needs can best be met by local sources. Continuing costs are best included in continuing budgetary sources—though external funding to demonstrate value is appropriate. Larger proposals work best where they have a specific focus that is congruent with that of a foundation or federal or state law or where the proposal can be viewed as an innovative approach that could be used as a demonstration for future wider dissemination.

There is no substitute for contact with the individuals who will be making the decisions. They have the information. They have no more interest in wasting their time than you have in wasting yours. They will encourage you to apply where it is appropriate—not where it is not.

What to Ask the Funder

Identify the appropriate person to talk to. This may take several calls. Start with the office of the person at the top. Call and, if possible, make an appointment. A letter is much easier for him or her to ignore. Following these steps will help as you meet with the potential funder.

- Present a *brief*, *clear*, and *direct* statement of the following:
  - Who you are and/or whom you represent
  - Why you are seeking funding
  - What you propose to do with the money
  - How much you will need

  Have a one to two page written summary of your plan that you can leave with the person to whom you talk.
- Ask if your proposal falls within the funding guidelines, including the funding level.
- Ask for suggestions that would make your proposal stronger.
- Ask if the funder ever partially funds proposals.
- Ask for a list of previous recipients and copies of their proposals.
- Ask whom you can contact for further assistance or information.

Other Sources of Information

- Contact previous applicants, those funded and those not and get copies of their proposals.
- Find professional proposal writers and readers within your region or local community who write or read funding proposals on a regular basis. These people usually have a wealth of inside information on how to write successful proposals.
- Talk to insiders, people in the organization to which you are applying. These people often have important information.

Establish that You Can Do the Job

A prime component of all funding decisions is some assurance that the funds will be well spent.

- Develop data that show that you do a great job making the best of the resources you have.
- Show that you use (or have used) other sources well and successfully. Data on previous grants, previous special programs, or previous projects are helpful.
- Describe the supporting resources that you have available and will use cooperatively to make the funding and your program work.
- Gain the endorsement of supervisors, possible cooperative participants, and community leaders who may speak for those working to solve social problems (e.g., local unemployment office director, welfare director, personnel officer of large local employer).

Be Creative

Put yourself in the position of a funder.

- What would you want to spend your money for?
- What types of proposals would impress you?
- What indicators would ensure you that your money would be well spent?

Each funding source has people who make decisions based on their own values and expectations. All of them are people who tend to get confidence from those things that give confidence to all the rest of us.

- No one is impressed with things they don't understand.
- You should be able to state your project goal in one sentence.
- Self-doubt impresses no one. Present a picture of confidence in your proposal and your ability to do the job.
- The people reading your proposals will not know much about your specific circumstances. You must tell them enough to make it clear why the things that you propose are needed.
- Most people will be impressed with numbers. Data that present your needs, timetables, and specific plans for assessment of effectiveness all suggest that you are well organized and thorough.
- Most funders like to feel that the things they are supporting are valued by someone other than you. Evidence that your program is highly valued and supported will tend to be helpful.

- Funders like to feel sure that the needs are real. Include evidence that staff are overworked, clients are underserved, space and supplies are inadequate, demands are growing, and so on.

- Most funders want to feel that they are needed—the good samaritan impulse. They will be impressed that you have gotten all the support you can, that you have gotten all the mileage out of available resources, and that you are making good faith efforts to support your program, but that you have needs that remain unmet.

- Funders need to see something that will catch their attention as being innovative but reasonable—something that is a creative attempt to deal with a real issue.

- Special projects and creative explorations are the stuff of funded projects. Look for creative and more efficient ways to put resources together and alternative ways to deliver services.

- Most people like to be recognized for their efforts and appreciated. Although there are anonymous givers, they are a minority. People appreciate having a facility named after them, having little plaques noting their giving, being invited to see what their good work has done, receiving special tours and privileges, having their efforts noted in the newspaper or newsletters, and so forth.

Step Lightly—Step Quickly

Many funding decisions are made informally, often before or independent of the actual proposal. Although this may sound like the way the "haves" hoard the money, it reveals a much more important and basic principle: People will generally provide funding to those they know and trust before they will to unknowns with a good idea. No proposal can say everything. Personal knowledge, respect, and trust can fill in lots of gaps. Get to know the funders well. On an individual basis, this is easiest with local sources. At state and federal levels, it is best to get support from those with authority and contacts who are known and trusted at those levels. Thus superintendents, state and federal legislators, heads of professional asociations or parent groups, and so forth may be important resources in your quest for funding. You should get involved with these people so that they will know and trust you. Funding is a "people" business. Proposal writing and the actual program funding go easier if the "people work" is done first.

POLITICAL ACTIONS FOR COUNSELOR EDUCATORS

State Legislator Ray Miller

Counselors must recognize the stark reality that today's political climate offers very little hope for providing adequate human services to those in need. At best, funding for human services programs is being maintained at current levels and in most cases is being reduced.

The prevailing attitude today is "I've got mine and you've got yours to get." This public attitude is the cause of conservatism on human service issues that is being shown in executive and legislative chambers throughout the country.

There is diminishing support from legislators for funding programs that benefit the poor, minorities, unskilled, uneducated, and children. Counselors must be advocates for these constituencies and for sound programs that provide services to them. If you want to truly serve your clients, you must realize that the world is bigger than your place of employment.

Counselors and counselor educators must:—

- know the key political actors who make decisions regarding your profession and your field of work,
- form working alliances with professionals in your field,
- foster real inter-agency coordination, and
- get involved in your community in some meaningful way.

Chapter 5

Career Development: State and Community Agency Roles and Perspectives

CAREER DEVELOPMENT SERVICE WITHIN REHABILITATION

Curtis L. Richardson, Assistant Director
Ohio Industrial Commission-Rehabilitation Division

I would like to share with you the following:

- A brief description of our program
- Description of the guidance and counseling services
- Unique guidance and counseling needs of the people we serve
- Recommendations to you as counselor educators that could aid our agency in meeting those unique needs

In 1979, the Ohio legislature passed Amended Substitute House Bill 138 that created the Rehabilitation Division. The opening statement of that bill provides the rationale and direction for the division: The Industrial Commission shall adopt rules, take measures and make expenditures as it deems necessary to aid claimants who have sustained compensable injuries or incurred compensable occupational disease. . . . to return to work or to assist in lessening or removing any resulting handicap.

To comply with the legislation and intent, the division has created a network of offices and staff statewide to work with injured workers. We have 12 field offices, a central office located in Columbus, and an ultramodern rehabilitation center located on Kenny Road.

Field staff make contact with and provide services to claimants based on referrals to the division. Anyone may make a referral. All documentation of the referral is sent to our central office. The referral is checked to ensure that they have a compensable injury according to the Bureau of Workers' Compensation files and that they meet all other criteria or eligibility.

Central office will then forward the referral to the appropriate district office where it is assigned to a disability prevention team (DPT). A disability prevention team is comprised of a registered nurse and a vocational rehabilitation consultant. Each team contacts the referral to ascertain if he or she wants our service, since our program is a voluntary program. If the claimant is interested in the service, an initial visit is made. During the initial visit the consultant and the nurse interview the claimant to assess the situation and determine the initial rehabilitation plan. It is at this point the guidance and counseling services start.

The DPT team may provide an array of services, either directly or via contract with other service providers. Because we serve a specific population, we have guidance and counseling needs we believe are unique.

In an economy that is still sluggish, our consultants have to help a person find work who—

- has been injured,
- may not be able to return to his or her original job,
- may have less than a high school education,
- may have been out of work for more than 2 years, and
- may not be able to start at a wage higher than what is being received through Workers' Compensation.

A major factor in returning a person to work is the sales ability of the disability prevention team. They must be able to sell or stimulate the claimant into participating in the program, especially those claimants who have been off from work for a year or more. The consultant must be able to convince an employer to reemploy or employ the claimant. Thus, a recommendation is—aid the guidance and counseling student in enhancing his or her marketing skills.

The most successful teams are comprised of "innovative hustlers," or resourceful people. It is important that our consultants and nurses have a good knowledge of available resources or at least know how to "network." My second recommendation then is to teach counselors how to—

- develop contacts,
- identify resources,
- network, and
- to think for themselves; don't be afraid to try something different as long as it is legal and within the agency's general guidelines.

My last recommendation is self-explanatory. We encourage you to recruit more minorities and handicapped students.

ADULT SERVICES FOR THE MENTALLY RETARDED AND DEVELOPMENTALLY DISABLED

Dave Tisdale, Placement Director
ARC Industries, Inc.

ARC Industries is the adult services component of the Franklin County Board of Mental Retardation and Developmental Disabilities (FCBMR/DD). This agency provides a range of services to local businesses through employment of its clients, adults having MR/DD. These clients, through their work experience with ARC Industries, are prepared for possible employment in the community. The role of ARC Industries is to provide work, training, and support appropriate for the clients' needs, whether they be in sheltered or community settings.

Within ARC Industries there are four sheltered workshops that altogether employ abut 900 adults having MR/DD. Subcontracted assembly and packaging services are performed for local business at these worksites. A range of habilitative services exist in the workshops in addition to the remunerative work available. These services include work and psychological evaluations, skill training, behavior management, adaptive education, COTA training, work adjustment, and program management. Although there is no counselor position that exists among these services, it is generally considered to be the function of the program manager, who also accesses and coordinates appropriate in-house services for the clients.

At one time, these sheltered (segregated) workshops were considered to be the only viable place of employment for adults having MR/DD. This is not the case today, as more and more adults benefit from the habilitative services offered in the workshops and from those of two newer departments (Community and Placement) that facilitate the clients' transition into the community.

If clients have acquired a sufficient amount of work experience and adjustment, the workshop program manager will refer the individual to the Community Services or Placement Services Departments for transitional support. Program managers within these respective departments coordinate services for the client using community resources rather than those provided within the sheltered workshop setting. Clients with the Community Services Department provide janitorial and lawn service contract work for area business. They work in groups and are supervised by non-handicapped staff of ARC Industries.

Clients with the Placement Services Department are employed individually with local businesses at minimum wage or better. Although this department (which the presentor directs) provides on-site training for the client and follow-up services, the client is the employee of the business itself.

Counseling provided by program managers is generally informal guidance to the client and the family of the client about available services. Their intent is to encourage them through the range of available services to become employed within the community. Because program managers are attempting to change attitudes of clients, their families, and other persons, their position

calls for good interpersonal skills, judgement, motivational techniques, and flexibility. Patience is also a healthy virtue, as all counselors know how slow attitudes are to change.

Many times persons with counseling backgrounds are hired into positions such as program management within this agency. Other positions might include psychology and work evaluation. For more specific information on positions within this agency that call for counseling backgrounds, plese feel free to contact the personnel department of FCBMR/DD at 2879 Johnstown Road.

OBES/JTPA DIVISION

Steve Clayborn, Supervisor
Technical Assistance and Training

What is JTPA?

The Job Training Partnership Act (JTPA) now known in Ohio as JTP Ohio, is a federal law that began October 1, 1983. It authorizes job training programs and job placement for low-income and displaced workers. Parts of the act cover job training for adults and youths. Also included are summer training programs for youth. Another part covers dislocated workers whose jobs have been lost due to plant closings, permanent layoffs, and other causes beyond the worker's control.

Purpose of JTPA

The purpose of the Act is to:

(1) establish programs to prepare youth and unskilled adults for entry into the labor force, and

(2) afford job training to those economically disadvantaged individuals and others facing serious barriers to employment who are in special need of such training to obtain productive employment (Sec. 2).

How is JTP Ohio Different from CETA?

Policy and program content are controlled by state and local governments and not by federal authorities. States receive federal funds and distribute them to SDAs. Business and industry, labor, education, and local government are equal partners in developing and shaping the programs. JTP Ohio will concentrate on training individuals for the jobs of the 1980s and 1990s.

Who Runs Local JTP Ohio Programs?

Authority to run JTP Ohio is shared by a partnership of state and local industry groups that are located in 30 areas known as service delivery areas (SDAs). Programs for each are designed and managed by the chief local elected official and a Private Industry Council (PIC) that is made up of local business leaders, organized labor, educators, and other community leaders.

TITLE II-A Substate Allocations (SDAs)	(78%)		$ 80,096.222
State Share	(22%)		
Education Coordination and Services	(8%)	$8,214,997	
Training for Older Workers	(3%)	$3,080,624	
Incentive Funding	(6%)	$6,161,248	
Administration	(5%)	$5,134,373	
		STATE TOTAL	$ 22,591,242
TITLE II-A Total Allocation			$102,687,464
TITLE II-B (Final FY '84) (2/14/84–9/30/84)			$ 42,977,669
TITLE III*			$ 11,438,077
*Matching funds required		TOTAL	$157,103,210

PY '84

	ACTUAL	ROUNDED
Number of Clients Served	105,342	106,000
II-A	44,000	44,000
II-B	3,546	4,000
III	2,248	3,000
10% (window)	652	1,000
3%	687	500
8%	545	500
IV	53,464	55,000
TOTAL	105,142	106,000

Figure 1. Funds allocated for program year 1984

Targeted Population

According to Section 203, the targeted population is as follows:

- Economically disadvantaged: 90 percent of all II-A participants, 40 percent youth (AFDC youth, school dopouts being served equitably) and 60 percent adult.

- Non-economically disadvantaged: 10 percent of all II-A participants face other employment barriers:

  - Displaced homemakers
  - Handicapped people
  - Older workers, etc.

- Dislocated workers Title III:

  Plant closings, business shut downs, and so forth

- Older workers (3 percent)

- Vocational Education (8 percent)

- Incentive Funds (6 percent)

Types of Programs Being Operated

Examples of programs being operated under JTP Ohio are these:

- Assessment, testing, and counseling
- Occupational career and vocational exploration
- Job search assistance
- Job holding and survival skills training
- Basic life skills training
- Remedial education
- Labor market information
- Job-seeking skills training
- Job counseling
- Institutional skill training
- On-the-job training

Counseling Impact

Based upon the clients being served, there is a significant role which counselors play in JTPA in helping to make these clients employable.

- Helping the individual to understand his or her problems
- Coping skills counseling
- Job skills counseling
- Attitude counseling
- Occupational counseling
- Career counseling

These are performed at SDA level.

Specific recommendations to improve counseling programs would be these:

- Counseling should be started earlier in the educational system (seventh grade).
- Occupational awareness should be taught.
- Career ladder concepts should be explained in detail.
- Vocational education dollars should be increased and more counseling dollars incorporated in the overall educational system.
- Concentrative efforts should be utilized to achieve a more culture free and bias free mechanism for testing.

Conclusion

It should be understood that there is no one way to counsel everyone. A testing instrument should be utilized that best fits that individual to achieve the mutual purpose.

In the end only these things matter:

- Where that client is?
- Where that client wants to go?
- How do they get there?

Reminder:

People cannot make intelligent decisions without good information.

OHIO'S CAREER DEVELOPMENT PROGRAM

Karen Shylo
Ohio Department of Education

Ohio's Career Development Program is the vital link between the world of work and the schools. An understanding of the decision-making process, as it relates to self-awareness and career awareness, are crucial skills when planning a career. Students need an understanding of training, retraining, and upgrading as an ongoing process throughout one's working life. The Career Development Program provides these opportunities for all youth by stressing experience-based and curriculum-based education.

Career education provides experiences to help individuals make wise career choices, prepare for employment, and extend career development throughout their lifetime. Career education seeks, through the curriculum, to help all youth build positive self-concepts, become motivated toward the world of work, receive an orientation to the many job opportunities available, and explore several occupations. The successful career education program combines the efforts of the home, school and community to prepare youth for successful entry into the world of work. The career education program is intended for all youth, regardless of their intent to pursue professional, technical, or vocational career choices. The goal is to provide career education programs for all youth in grades K-12 by 1988.

Ohio's Career Development Program is a K-12 curriculum-based program. It strives to assist all students to—

- identify their abilities and interests and make initial decisions about their relationship to the world of work,
- prepare to make critical decisions and be involved in goal setting,
- learn to plan and to make academic and vocational decisions while in secondary school.

In the 10th grade, students use this information to elect an academic preparation or vocational preparation program at the 11-12 grade level. The new Career Development Program component at grades 11 and 12 will aid students in the implementation of their initial career goals through the completion of a college preparatory or vocational program. The program will also assist students as they make the transition from secondary education into college or the work force.

Ohio's Career Information System (OCIS)

Ohio is a national leader in the development and implementation of a statewide computerized career information delivery system. The Ohio Career Information System has the largest combined state and national database in the nation. Ohio is the only state to completely integrate and coordinate the services of vocational education, career education, the State Occupational Information Coordinating Committee, and a computerized career information system. OCIS has proven to be a valuable resource to individuals at all levels of the career development process.

Ohio was one of the original states to receive funding from the U.S. Department of Labor to develop a model career information delivery system beginning in August 1975. The Ohio Department of Economic and Community Development was the original grantee. The Guidance Information System (GIS), as developed by the Time Share Corporation, was selected as the primary program vendor. In January 1976, OCIS was transferred to the Ohio Bureau of Employment Services. OCIS was transferred to the Ohio Department of Education, its current location, in July 1982. the final transfer has resulted in a period of unprecedented growth.

OCIS is a computer-based guidance information system that provides instantaneous remote access to a wealth of educational and occupational data. The data are organized in several separate "files." Data on 1,044 occupations are included in the National Occupation file. State information includes employment projections and salary information for 350 occupations in Ohio. The education files include 1,777 four-year colleges, 1,775 two-year colleges, 1,521 graduate schools, and 430 proprietary schools. Other files include national and state financial aid, vocational education, health careers, armed services occupations, adult continuing education, and Ohio career education activities. Simple commands allow the user to enter specific characteristics to identify institutions or occupations of greatest interest.

OCIS is an integral part of the Ohio Department of Education, Division of Vocational and Career Education, Career Development Service. The Ohio Department of Education has distributed OCIS computer tapes to 26 state-supported computer data centers that have mainframe capacity to provide the program to local school systems. Thirty-six large school districts, postsecondary institutions, and libraries run tapes internally.

Facts about OCIS:

1. The format and national database for OCIS is the largest and most frequently used system in the United States.

2. Ohio has the largest state database integrated with a national database of any computerized guidance system in the nation.

3. OCIS is the primary delivery format for information generated by the Ohio Occupational Information Coordinating Committee.

4. Ohio is the only state to completely integrate and coordinate the services of Vocational Education, Career Education, SOICC, and a career information delivery system (OCIS).

5. OCIS has proven to be a valuable tool in the implementation of a number of division goals including career education, vocational guidance, sex equity, the education of the handicapped, and adult education.

The system is a valuable career guidance tool. Middle school students can use the system to explore careers that may be of interest to them. High School students can use the system to select a postsecondary education institution or develop a resume and conduct a successful job interview. Adults can use the system to identify career options, obtain additional training, or upgrade their resume. Handicapped individuals can use the system to identify occupations for which their handicaps are irrelevant.

Ohio's Career Development Program and Ohio's Career Information System (OCIS) provide opportunities for students to make wise career choices as it relates to self and the decision-making process based on factual occupational and educational information.

COUNSELING PROGRAMS WITHIN THE OHIO BUREAU OF EMPLOYMENT SERVICES

Dee Gehl
Ohio Bureau of Employment Services

The Ohio Bureau of Employment Services has a counseling program, which is a system of vocational information to assist applicants in making suitable job choices. The kinds of services offered are designed to solve vocational choice, change, or adjustment problems. The choice generally is to assist applicants who have no choice, are undecided, or unrealistic about their choice. The change assists workers making a change in occupation. Adjustment is identifying any behaviors that interfere with applicants getting or keeping a job.

There are counselors in approximately 42 offices throughout the state. They utilize a system of Department of Labor tools to explore interests, aptitudes, work experience, and education and relate them with labor market information. The main resources utilized are the *Dictionary of Occupational Information*, *The Guide for Occupational Exploration*, *The Selected Characteristics* as defined in the *Dictionary of Occupational Titles*, Occupational Aptitude Profiles, *Occupational Outlook Handbook*, *Test Catalog* (GATB norms) and the *OCIS* (Ohio Career Information System).

There are several other services offered by the Employment Service such as specialized programs for veterans such as OJT contracts, WIN Work Incentive Program—designed for welfare recipients, designated representatives to assist the handicapped, telecommunication devices for hearing impaired, correctional problems to assist ex-offenders that includes bonding, placement of refugees, tax credit certification to make employment of the disadvantaged more attractive to employers, JTPA training opportunities, alien certification, clearance job search for out of state employment information, job search workshops, group counseling, and job clubs.

The Employment Service counselors are trained in vocational assessment and job readiness. They are knowledgeable regarding community resources and referring nonjob ready people for the help they need through other resources. They also participate with these agencies to place applicants when appropriate.

Counselor educators could improve their preparation by becoming more knowledgeable with the labor markets in their community. This can be done through library research, visiting the Employment Service and viewing the job availabilities, talking with employment specialists, checking want ads, and reading periodical forecasts. A better communication system between counselors is necessary to be effective. Often specialities can interface and be of assistance in the community. The Employment Service is willing to be a source of information to bridge the gap from school-to-work, from job-to-job, from unemployment-to-employment, from home-to-work, from idle-to-productive.

GUIDANCE AND TESTING
OHIO DEPARTMENT OF EDUCATION

Edwin A. Whitfield
Ohio Department of Education

The Guidance and Testing Section in the Division of Educational Services is charged with a variety of tasks relating to the educational needs of students in Ohio schools.

The primary mission of the section is the implementation of competency-based guidance and counseling programs in Ohio schools. Through publications, workshops, and individual consultations, school personnel are encouraged to move from process-oriented services to programs with student results and outcomes as their primary focus.

Other areas of emphasis for the Guidance and Testing Section include:

Substance Abuse Prevention. A network of resources and personnel is being compiled to assist schools in establishing and improving their current substance abuse programs. A narrative listing of exemplary programs is being compiled for use by substance abuse coordinators throughout Ohio.

Vocational Guidance. Seminars, workshops, and school visitations provide growth experiences for vocational guidance personnel in all Ohio schools. The monitoring visits in conjunction with the PRIDE reviews provide a source of assistance and directions for vocational guidance programs in both vocational schools and home schools. Workshop topics deal with vocational testing, group guidance, labor market information, family involvement in career planning, occupational information in the classroom, and program implementation and evaluation.

Testing. Materials, scoring, and reporting services are provided for most of Ohio's school districts. General Aptitude Test Battery training, Ohio Interest Survey, and other measurement instruments are provided for school districts. The selection and use of tests are addressed in workshops and through publications. The Ohio Tests of Scholastic Achievement are developed by the Guidance and Testing Section and provide scholastic competition for over 30,000 secondary school students. A biannual survey of test use in Ohio is conducted by the Section.

Early Childhood Education. The primary focus of the early childhood education effort coordinated by the Guidance and Testing Section is the implementation of nine model programs and 35 county programs of interagency coordination.

The nine models, currently completing their first year of operation, address preschool, early identification, and latchkey programs. Handbooks for assisting districts to adopt or adapt the nine models will be available. The 35 county programs will promote interagency collaboration in providing for the early education needs of children.

Missing Child Education Program. A cooperative working arrangement between education and law enforcement provides informational programs and instructional packages for use by teachers and parents. The prevention of abductions and a reduction in the number of runaway juveniles are major goals of the program. A comprehensive list of resources and information is continually updated and disseminated to schools and law enforcement agencies.

COUNSELING FOR ALCOHOL AND DRUG ADDICTION

Lee Colley Brown
Maryhaven Inc.

Alcohol and drug addiction counselors perform numerous significant functions. These functions involve first assessing the problem to see if in fact alcohol and/or drugs are the primary problem. If alcohol and drugs are not found to be the problem, counselors can then refer individuals to other appropriate services. If alcohol and/or drugs are the problems, counselors must discern and evalute the different physical, psychological, mental, and spiritual aspects in order to prioritize short-term treatment plans for rehabilitation. The counselors then coach, advise, monitor, reassess, guide, counsel, and journey with the client toward self-actualization without alcohol and drugs. Other responsibilities of the counselors include developing and implementing a specific treatment program when necessary. These duties are carried out by the counselors in hospitals, outpatient clinics, schools, industries, and private practice settings.

Teaching; lecturing; conducting workshops; and counseling individuals, families, and groups are all vehicles used by alcohol and drug addiction counselors. Also, family members are prepared to apply an intervention procedure for their suffering person. Specific treatment plans are negotiated around obstacles and desired outcomes in recovery. Counselors orchestrate the case management from charting administrative medical records, to case presentation for staffing clients, to referral for other services and community resources. They also follow up on outcomes and new needs and finally explore and negotiate an after-care plan for the individual and the family.

In spite of the fact that self-help groups have been successfully utilized for the past 50 years, they (Alcoholics Anonymous, Alanon, and others) have been accorded little if no credibility in the academic world. There is a refusal, on the part of general counseling education people, to look at alcohol and drug problems and alcoholism and drug addiction in a scientific way—that is reason without passion. Instead, they tend to see the behavioral results of alcohol and drug use as chosen results by the person. This denies that the chemicals have a psychological biochemical effect on the brain that is reflected in behavior.

Alcohol and drug counseling faces the unique problem of combating the mythology that alcohol is a harmless substance and the cultural attitudes that reflect this belief. One such attitude is that one's drinking is related to one's manliness or sophistication or liberation (e.g., "You've come a long way, baby"). There exists a pervasive acceptance of alcohol as a necessary social lubricant that can make get-togethers easy, pleasant, and fun. A problem also exists in dealing with individuals from high norm use settings—for example, college students, construction workers, elite jet-set crowd, and painters. The singular most significant problem for alcohol and drug counselors is the cultural mythology that (1) alcohol and marijuana are harmless substances and (2) that medications are necessary because a doctor prescribes them and those folks who cannot handle their alcohol and get hooked on their medication are really irresponsible, immoral people who use chemicals as a crutch rather than taking control of their lives. This pervasive attitude is the catalyst for a pathology of denial that is present in almost every client dealt with.

There are special demands on persons who counsel in the alcohol and drug use. One is an in-depth understanding, a comfortableness with the essence that people do not use any chemical to create problems for themselves. This requires a knowledge of alcohol's short-term and long-term effect on the brain and the aberrant effect on those who have alcoholism.

Another special demand on counselors is learning to respond in an atypical fashion: not rescuing, fixing, enabling, or becoming responsible for the behavior of the client. Sympathy and pity must be avoided. Instead, counselors must collect clear objective data which reveal that persons relying on alcohol or drugs are not functioning up to their own standards and desires. Counselors actually create and use crises, allowing anxiety and pain instead of problem solving to force and action.

Another special demand in counseling is an in-depth, solid understanding of the self-help process best exemplifed by Alcoholics Anonymous. Counselors must also understand that all persons who have alcohol and drug problems are unique individuals and entitled to be treated as such. Also, because alcoholism and chemical addiction is wide spread and affects so many people, counselors whose personal lives have been wounded by these chemicals will need to be in their own recovery program before and along with their professional work. Others not affected by a chemical dependency dynamic need to have an experiential framework of their own involving painful, fearful life experiences and resistance to change.

The educational needs of alcohol and drug addiction counselors should include an atypical program and curriculum, not a traditional social work approach. There are experiential activities that could provide insight into self-help groups (such as Alcoholics Anonymous), dysfunctional family relationships, the terror and helplessness of the disease state, and the individuals' own personal attitudes and relationships to alcohol and drugs. Counselors must possess the technique and skill to rule out alcohol and drug involvement in every presenting problem. Counselors need a course that teaches names, street names, and the pharmaceutical nature of the neurological, physical, mental, and behavioral aspects of human responses. All recognized counseling techniques are useful when it is realized that often the counselor's ways of conveying the technique are more impacting than the technique itself. It is ingrained in an alcoholism counselor that abstinence is not only the primary but the most important objective when alcohol or drugs are diagnosed or even suspected.

VOCATIONAL REHABILITATION COUNSELING

Joseph E. Havranek
Chief of Field Services
Rehabilitation Division

When people sustain severe injuries, they suddenly find themselves with new and pressing needs (e.g., for pain relief, income replacement, medical or surgical interventions) and less personal resources to apply toward resolving their newly acquired problems. The result is a period of disability-induced dependency when, out of necessity, these people must rely on others to solve or help solve disability-related problems. Early case management services are provided during this period to assist the newly injured individual toward an optimal medical, psychosocial, and vocational recovery. When effectively applied, these services often reduce the disability period, prevent serious financial problems from developing, prevent the loss of employment, and reduce the likelihood of litigation. Early case management services also benefit insurance carriers and employers by containing costs.

MAJOR SERVICES

Three principal areas that rehabilitationists normally address with early referrals (i.e., referrals made shortly after the injury) are (a) medical management; (b) financial management; and (c) vocational management.

Medical Management

Medical management of the injured client will normally involve all of the following:

1. Determining the client's current medical condition and diagnosis
2. Identifying the probable period of hospitalization or convalescence before the client will reach Maximum Medical Improvement (MMI) or be released for work
3. Determining the medical and related interventions that physicians and other health care providers recommend
4. Identifying probable and later actual physical and/or mental capacities at MMI
5. Preventing duplicate or unnecessary medical services
6. Presenting identified medically issued and physician service recommendations to the rehabilitation company's medical consultant, carrier, workers' compensation agency, and client
7. Scheduling, coordinating, and following-up authorized services

Medical management is a demanding service role, and consistently effective service requires that rehabilitationists have a strong background in state-of-the-art medical procedures and local treatment resources. Although medical management issues and procedures will vary on a case-by-case basis, the process normally will proceed as follows:

1. Contact the client and family to determine the current medical situation and to identify such problems as physical impairments, pain, restrictions on activities, and information the client and family have been told by attending physicians.

2. Contact involved physicians for information on the client's current medical condition and diagnosis and for recommendations on medical intervention. By visiting the client first, the rehabilitationist will be able to share the client's perceptions with the physician and possibly resolve outstanding medical issues.

3. Present the obtained medical information (including hospital records and physician reports) to the agency's medical consultant. The two basic goals of medical consultation are to identify any additional diagnostic evaluations that may be needed and to obtain the impartial opinion of a medical expert on how to resolve outstanding medical issues.

4. Report findings and make service recommendations to the carrier and client. The carrier normally is contacted first, unless the rehabilitationist believes the client will oppose some of the medical recommendations.

5. Schedule and coordinate authorized medical services.

6. Follow-up medical services and report results to the carrier and physicians. Medical complications or other health issues that arise also should be reported to the appropriate physician and carrier.

Financial Management

When a client's expenses exceed his or her income, the anxiety generated can lead to emotional problems, family problems, and possibly even a slower or less complete physical recovery. The rehabilitationist, therefore, must consider the client's financial situation during the rehabilitation process.

The rehabilitationist also will occasionally encounter clients who, for various reasons, have a postinjury income that is equal to or even higher than their income before injury. Assuming they are entitled to all the benefits they are receiving, this situation can negatively impact the client's interest in returning to work.

The tasks which are involved in financial management normally include the following:

1. Determining the probable length of the disability period (i.e. date the client will likely be released for full or partial resumption of work activities) so that a disability period financial plan can be developed

2. Identifying other benefits to which the client is entitled (e.g., other insurance benefits, Social Security Disability Insurance (SSDI), Supplemental Security Insurance (SSI), Veterans Administration (VA) benefits, food stamps)

3. Assisting the client in establishing eligibility for other needed benefits

4. Accurately determining weekly or monthly income for the projected disability period

5. Identifying general and disability related expenses for the projected disability period

6. Identifying priority expenses and other expenses which might be eliminated, postponed, or assumed by another party

7. Determining if any disability related expenses should be paid in advance by the carrier to avoid financial difficulties for the client (This is known in the insurance industry as advance payment for covered expenses. Although the rehabilitationist may wish to recommend or discuss this with a claims representative, such payments can never be promised to a client.)

8. Constructing a disability period budget

Vocational Management

The third case management service is vocational management. Here, it refers to efforts designed to return the injured worker to the former employer in either the same or different job; vocational rehabilitation refers to efforts designed to place the client with a new employer. A rehabilitationist's efforts in vocational management are often directed toward activities such as:

1. Encouraging the employer to replace the client with a temporary rather than permanent employee until an accurate determination can be made as to whether the client will be medically able to return to the old job or to a modified version of the old job

2. Identifying other jobs in the employer's business the client might do at MMI and encouraging the employer to hold any present or future openings in these positions for the recovering client

3. Identifying existing jobs or work activities in the employer's business that the client might perform while recovering from the injury, thereby changing the Temporary Total Disability (TTD) period into a Temporary Partial Disability (TPD) period

4. Determining and advocating job modifications that would allow the client to resume their position before their injury at MMI

5. Determining major work activities in the employer's business that might be reassigned between jobs, thereby creating a new work position that the client could perform at MMI, Job Restructuring

Although the sequence of activities performed in vocational management can vary, the rehabilitationist normally first interviews the client to determine the following:

1. Determine the present medical difficulties and physical limitations the client is experiencing

2. Learn the general nature and work responsibilities of the client's job before his or her injury, including client perceptions of physical demands and working conditions

3. Determine whether a positive, negative, or neutral relationship exists between the client and employer

4. Identify the past work experiences of the client (i.e. obtain a work history)

5. Identify transferable skills based upon the client's past work experiences, educational history, avocational activities, and personal qualities which might be relevant in the job placement process

After interviewing the client, the rehabilitationist schedules an interview with the employer and/or supervisor to explain the rehabilitationist's role and update the client's medical status as it pertains to work. Other goals for the employer interview include:

1. Obtain permission to do a job analysis on the client's job before his or her injury.

2. Learn if the employer is receptive to having the worker return to his or her former job (when and if it is medically feasible) or to a new position with the firm, and what jobs might be open in the future.

3. Learn the employer's and/or supervisor's perceptions of minimum physical requirements for performing the client's job before his or her injury and other jobs in the firm.

4. Obtain permission to study jobs in the firm (i.e. to do analyses and talk to workers).

5. Learn the employer's and/or supervisor's opinion of the client as a worker.

COUNSELING WITHIN YOUTH SERVICES SCHOOLS

Stephen D. Whitt
Department of Youth Services
Buckeye/TCY Complex

Counseling in the Department of Youth Service Schools or any state institution requires a unique set of skills. I say this because of the nature of the learner and wide variety of backgrounds of the students.

We in the department receive youth from all 88 counties in Ohio on a daily basis. Tracking down the school records of these youth requires a great deal of time and creativity. Then, fitting together records from four or five schools to establish grade level and credits requires the skills of a jig-saw puzzle master. Finally, divining a schedule, when parts of the puzzle are missing, completes the work of the counselor in getting the student enrolled within days of his arrival in the institution.

Once enrolled, our students require constant attention. They are required to work and pass their subjects. This goes against the nature of our students, and they often become disruptive or totally withdrawn. The counslor must intervene to get them to comply with the behavioral expectations placed upon them.

While doing this, the counselor is asked to prepare reports on students' behavior and progress for court hearings. They must fill-in during crisis situations when the building administrator is unavailable. Attendance at two different placement committee meetings each week is also required. As students are coming in everyday, students are also going out, so transcripts must be prepared on a daily basis. The counselor must be thoroughly knowledgeable in special education and Chapter One regulations as they are responsible for making correct student placements in these programs.

As our students are very uninformed and unmotivated about the future, not only must a counselor have a thorough knowledge of vocational and educational options for our students, they must also motivate them to think about and plan the future. This is often the first time in the student's life that such long range plans have been formulated.

So, our counsleor must be skilled in record keeping, law, standards, crisis counseling (sometimes with physical restraints) and motivation, just to name a few things. Flexibility, decisiveness, and boundless energy are required character traits. At worst, the job can be described as attempting to do the impossible with the unwilling. At best it can be described as a never ending challenge with new problems and situations arising each day.

THE EMPLOYMENT AND EDUCATION COMMISSION OF FRANKLIN COUNTY: GOALS AND OBJECTIVES

Karen S. Dawson
Employment and Education Commission
Columbus, Ohio

The Employment and Education Commission was incorporated as a nonprofit organization in September 1981 to bring together Columbus-area leadership in business, industry, labor, education, and government to foster the lowest rate of unemployment in Franklin County. The commission pursues this goal by working with key people and organizations in the community to help eliminate duplication and to provide opportunities for agencies to work together. In 1984, the commission came out with a major employment policy report, *Columbus Connections: An Action Plan for Future Employment*. Working with selected community leaders in the key areas of education and training, economic development, and public and private sector employment, the commission convened and facilitated the development of employment policy objectives. These objectives were identified by the participating leaders as having relevance on a community-wide basis to deal with present and future employment needs. Recently, the commission issued *Columbus Connections Update Report*, which looks at progress in these policy areas a year later. *Columbus Connections* constitutes a 10-year plan, with objectives that will not be achieved overnight. These policy objectives have become part of the community's agenda for dealing with barriers to employment.

The commission has developed a number of structures and programs to deal with community employment issues. These activities include school-business partnerships, youth employment, and an interagency coordination task force. One of the most successful "partnerships" of the commission has been the Adopt-a-School program, in which the commission works with Columbus Public Schools. This program has grown from a pilot project of 6 schools 3 years ago, to 84 schools and 112 community partners by Spring 1985. The commission provides staff help in promoting and facilitating community commitments to the public schools. Working with businesses and community organizations, commission staff take defined school needs and link them to business resources in developing partnership activities. In addition to Adopt-a-School, the commission helps coordinate school-business activities with seven local school districts and The Ohio State University in the Teachers-in-the-Workplace program and in the Career Guidance Institute, a graduate-level course at OSU for school personnel. In each partnership program, the commission serves as a link to the business community in providing business sites for sessions, placement opportunities, and in publicizing the programs.

Youth employment is a second major programmatic area in which the commission provides leadership. Business Jobs for Youth (BJFY) is a youth employment program that works annually with approximately 50 community agencies and schools and over a hundred companies to develop prejob skills and placement help for more than 800 economically disadvantaged and "at-risk" youth (16-21 years of age). "Loaned executives" work with youth directly at agencies and company

sites to provide labor market information, career exploration activities, and preemployment assistance. Working closely with Columbus Public Schools and several settlement houses, approximately 500 youth had on-site preemployment experiences hosted by businesses during 1985.

The commission also convenes an interagency task force, bringing together over 40 state and local community organizations to share employment-related information and to plan joint ventures in areas of employment services. Last year's major activity, Focus on Employment Week, involved 38 agencies and 140 staff people, which provided help for over 2,000 people in Franklin County. Free workshops providing information and advice on getting jobs were offered at various locations around the city to unemployed and underemployed people. Workshop topics included "Interviewing Do's and Don'ts," "Resume Writing," and "What Employers Are Looking For." Over 350 people attended workshops. Seventy-seven percent of those attending were unemployed; another 12 percent were employed only part-time. All the respondents evaluated the workshops highly. Four hundred and fifty-five people went through the Ohio Bureau of Employment Services, which was an active participant in Focus on Employment Week. A second Focus on Employment Week is being planned for March 1986. This joint venture again will reach out into the community to provide coordinated information on preparing for a job and the education and training opportunities available in the community.

Attention must be given to the three P's: People, Planning, and Publicity! Counselor educators must help their own students become aware of the benefits of networking effectively in their communities. When these students come to work as employment counselors in schools or other institutions and agencies, they need to identify key people outside the parameters of their organization. To be effective, bridges need to be built within the community, especially the business community. Second, there is no substitute for good planning. Interagency efforts must satisfy mutual agendas to be successful. Last, publicity provides an important tool to gain visibility for important efforts and to thank business partners. The commission does not work alone. With a staff of only seven and a limited budget, the commission's success comes from working effectively with key people and organizations in the community and in generating substantial in-kind benefits and services by those efforts. It is important to recognize and thank the participants in these joint ventures.

The Employment and Education staff has been active in developing and implementing school-business partnership programs with school districts, and in participating in national, state, and local conferences and workshops in these areas. Requests for additional information about materials or consultant services should be directed to either Ray Miller, Executive Director or Karen S. Dawson, Associate Director, The Employment and Education Commission, 37 North High Street, Suite 302, Columbus, Ohio, 43215, (614) 464-1970.

COMMENTS TO THE WORKSHOP PARTICIPANTS

by
Karl H. Seifert
Professor of Psychology and Education
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Fulbright Research Scholar

I've been asked to make some comments on this workshop series that I had the great pleasure to take part in. Because of the shortage of time at the end of the workshop, I can give you only a short report on my main impressions and my appraisal of the most important contributions.

I am very much impressed by the richness of ideas and special programs you have developed in this country to further career development of youth and adults. For me, it has been especially interesting to hear about the model of "Successful Career Guidance Programs" and the experiences with this program in school settings (presented by Gysbers) and to compare the "Ohio Career Development Program (presented by Karen Shylo) and the "Taxonomy of Career Counseling Concerns" (presented by Cochran and Rueschman) with our concepts and research results. I was also impressed by the scientifically well-founded statements of Ellen Cook and the work of Luther Otto with parents.

On the other hand, I think that several aspects of the most important issues deserve more consideration and detailed examination than it was possible in these 2 days. I would like to emphasize especially the following problems and questions.

First, Norman Gysbers stressed the fundamental necessity to look at the tasks and methods of counseling in a developmental perspective. In my opinion, this perspective should include the following aspects:

- The analysis of deviations of normal (regular) development and of individual career patterns within the range of normal development needs to be considered. That means, for example, that a career guidance program should take into account retardations as well as accelerations and that curricula for special population groups (especially for groups with socialization deficits) should be developed.

- A comprehensive approach in the development and use of career guidance and career education methods and techniques that would distinguish between three main task fields: (1) prevention (transmitting of information, teaching); (2) intervention (crisis intervention); and (3) developmental help (counselor as facilitator, stimulator, etc. of career development).

- Special care for the furthering of the domains of motivation for work and the work attitudes and values (to include a positive attitude toward career decision making). Career

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Note: Dr. Seifert was asked to provide his personal reflections related to his participation in the workshop series as an international guest.

guidance programs often focus too much on the cognitive development and the cognitive career competencies. Our follow-up studies have shown, for example, that motivational (cognative) measures of career maturity have partially a considerable higher predictive validity for occupational success and satisfaction (at least in the first years after finishing school) than cognitive measures.

Second, I think an important precondition for effective career development work is that guidance and counseling measures and techniques are sufficiently adapted to the individual career situation and the individual capacities and developmental needs. This aspect should include the following:

- A thorough assessment of the personal, career-related problems and needs of the counselees. I don't think this can be done without intensive personal contacts between counselors and counselees. On the basis of our research results, it should be regarded that there are close relationships between different problem (career concern) areas, for example, between the need for information and the need for help in decision making and also the problem of finding a training place or job.

- The status of career maturity. I was very surprised that this important concept was not used in the presentations. We could find statistically significant correlations between the measures of career maturity and the assessment of the effectivity of career guidance measures. That means that vocationally mature young people can make better use of these measures (or feel more satisfied with them). However, I am very satisfied that Dr. Cook mentioned the importance of career salience.

Third, the influences of the social and economic environment on career development should be more systematically regarded because they can influence career development in a favorable or unfavorable manner. For example, direct or indirect pressures by parents or peers or heavy restrictions by labor market conditions can create a psychosocial climate that makes the use of career guidance activities almost senseless. We could find out that very unfavorable employment opportunities can even result in a decrease of career maturity for grade 9 - grade 12.

On the other hand, we should try to prepare our clients for unfavorable conditions and influences and to further their ability to cope with these conditions. Furthermore, they should be provided with experiences to develop a higher frustration tolerance and more elaborated deferred gratification patterns in regard to the fulfillment of their vocational goals and values.

One other aspect of environmental influences seems to be vastly disregarded up to now. Clear social requirements and expectations to make a career decision at a certain point of time, for example, at the age of 16, 17 or 18, can be a very effective challenge to develop competencies and attitudes for coping with the related developmental tasks. Therefore, it should be a common task of counselors, parents, and teachers to set such requirements for stimulating the spontaneous and natural activities and competencies of youth and adults to master the tasks of transition from school to work, from unemployment to reemployment, or from underemployment to adequate employment.

Appendices

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IN THE SUMMER/OF '85
COLUMBUS/WAS ALIVE
WITH COUNSELOR EDUCATORS/FROM ACROSS/THE STATE
THE WEATHER/WAS HOT
BUT WE LEARNED/A LOT
DURING HOURS/THAT WERE EARLY/AND LATE

WE ALL/SAID THE SAME
CAREER DEVELOPMENT'S/OUR GAME
WE FOUND GEMS/THAT WERE BRIGHT/AND PEARLY
I MAY/BE AMISS
BUT PLEASE/TELL ME THIS
WHY WAS BREAKFAST/SCHEDULED/SO EARLY?

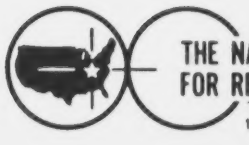
THE SPEAKERS/WERE GREAT
THEY ALL/COULD RELATE
LIKE A WHEEL/WITH MANY/SPOKES
WE ENJOYED/THEM ALL
A FEAT/THAT'S NOT SMALL
WHEN YOU CONSIDER/SANTORO'S/JOKES

EACH WORKSHOP/PARTICIPANT
WAS HIGHLY/OMNIPOTENT
THE ROSTER/WAS A LIST/OF WHO'S WHO
BUT WHEN/I PONDER
I REALLY/MUST WONDER
WHY WE WEREN'T/ALL KEPT/AT THE ZOO

THE TOPICS/WERE SPECIFIC
THE FOOD/WAS TERRIFIC
WE GOT ALL/THE MATERIALS/IN SIGHT
FROM/OUR PEERS
WE LEARNED/CAREERS
AND WHY THE CUTTER BAR/IS ALWAYS/ON THE RIGHT

WE GIVE/A SMILE
IT WAS ALL/WORTHWHILE
WHAT WAS DONE/IS IN NO/WAY SMALL
WHEN ALL/IS SAID
WE GIVE/THANKS TO ED
TO HARRY/TO DEL/AND TO ALL

Gene Wysong



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